

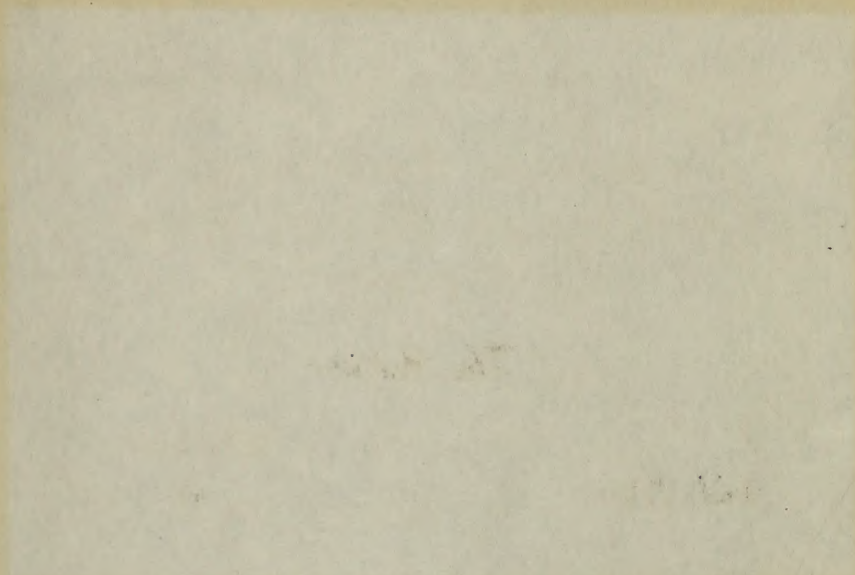
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BOSTON UNIVERSITY

GRADUATE SCHOOL

Thesis

GUIDANCE IN COLLEGES AND UNIVERSITIES

Submitted by

Constance Frances MacCarthy

(A.B., Wellesley, 1929)

In partial fulfilment of requirements for
the degree of Master of Arts

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TABLE OF CONTENTS

Introduction	Page 1
--------------	-----------

PART I

DEFINITIONS OF GUIDANCE

Blake's definition	5
Brewer's definition	5

GENERAL AIMS OF GUIDANCE

The well-being of the individual	8
Service to society	8

PART II

NEEDS FOR GUIDANCE PECULIAR TO COLLEGES

Lack of definite vocational purpose	8
Lack of capable advisers	10
Complexity of College life	11
Increasing departmentalism	12

TABLE OF CONTENTS

Page

Introduction

PART I

DEFINITIONS OF BUSINESS

1

What is business

2

What is not business

GENERAL AIMS OF BUSINESS

3

The end-aim of the individual

4

Business as a social activity

PART II

THE BUSINESS MAN AND HIS RESPONSIBILITIES TO SOCIETY

5

Responsibilities of the individual

6

Responsibilities of the business

7

Responsibilities of the community

8

Responsibilities of the nation

AIMS OF COLLEGE GUIDANCE

Right selection of students	13
Proper adjustment of students to college life	14
Teaching students the right use of leisure	14
Teaching students to work co-operatively	15

PRINCIPLES OF COLLEGE GUIDANCE	15
--------------------------------	----

PART III

PROGRAM OF THE PERSONNEL DEPARTMENT

Pre-entrance guidance and the selection of students	16
Freshman guidance	21
Orientation courses	23
Occupation classes	26
Choosing of college subjects in relation to a vocational major	28
Counselling	30
Records, tests and ratings	35
• Placement	42
Try-out courses	43
Follow-up and adjustment	44
Vocational library	46
Mental hygiene	47
Research	49
Vocational conference	50

AIMS OF COLLEGE EDUCATION

- 11 Right selection of students
- 12 Proper adjustment of students to college life
- 13 Teaching students the right use of leisure
- 14 Teaching students to work co-operatively

PRINCIPLES OF COLLEGE EDUCATION

PART III

PROGRAM OF THE PERSONNEL DEPARTMENT

- 15 pre-admission guidance and the selection of students
- 16 Placement guidance
- 17 Orientation courses
- 18 Occupational classes
- 19 Choosing of college subjects in relation to a vocational major
- 20 Counseling
- 21 Records, tests and ratings
- 22 Placement
- 23 Follow-up courses
- 24 Follow-up and adjustment
- 25 Vocational library
- 26 General hygiene
- 27 Research
- 28 Vocational conferences

PART IV

HOW COLLEGES AND UNIVERSITIES ARE MEETING THE NEED

Blakes's statistical summery	51
Mount Holyoke	52
Vassar	52
Pennsylvania State College	53
Whittenburg College	53
Goucher	54
Colgate University	55
Yale	55
University of California	56
Wellesley	56
University of Michigan	57
University of Iowa	58

PART V

PLANS FOR A COMPREHENSIVE GUIDANCE PROGRAM

Maverick's suggestive guidance program	61
--	----

CRITICISMS OF PRESENT COMPREHENSIVE PROGRAMS

Lack of co-operation with parents	63
Impractical nature of cultural orientation	65
Emphasis on theory rather than practice	66
Machine-like and impersonal rather than personal and helpful	67

PART IV

HOW COLLEGES AND UNIVERSITIES ARE MEETING THE NEED

21	State's educational authority
22	Mount Holyoke
23	Western
24	Pennsylvania State College
25	Antioch College
26	Concordia
27	College of Arts and Sciences
28	Yale
29	University of California
30	Wellesley
31	University of Michigan
32	University of Iowa

PART V

THE NEED FOR A COMPREHENSIVE GUIDANCE PROGRAM

33	University's suggestive guidance program
----	--

CRITICISMS OF PRESENT COMPREHENSIVE PROGRAMS

34	Lack of co-operation with parents
35	Intellectual nature of cultural orientation
36	Emphasis on theory rather than practice
37	Health-care and experimental rather than personal and helpful

Conclusion	67
Summary	69
Bibliography	73



Conclusion
Summary
Bibliography

12
13
14

GUIDANCE IN COLLEGES AND UNIVERSITIES

INTRODUCTION

General Need for Guidance.

Back in the glamorous days of the Middle Ages, when good King Arthur and his Knights of the Round Table flaunted their brightly colored emblems in the jousting lists, or paid worshipful homage to the fair ladies whose tokens they wore into battle, a youth became a knight, a scullion in a knight's kitchen, a minstrel, or a cobbler, through little choice of his own, his career being determined primarily by the class of society to which he belonged. If a boy's father was a noble and a knight, the boy too became a knight, and was given a training in all branches of courtesy and warfare. If, on the other hand, a youth belonged to the lower class of society, his work consisted in doing unquestioningly the bidding of the nobleman. He was forced to choose one of the limited number of tasks in connection with the running of his squire's estate, either the duty which his father before him

INTRODUCTION

General Note for Readers.

Back in the glimmering days of the Middle Ages, when
good King Arthur and his knights of the Round Table flung
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If, on the other hand, a youth belonged to the lower class
of society, his work consisted in doing ungloriously the
drudgery of the nobles. He was forced to choose one of the
limited number of tasks in connection with the running of his
lord's estate, either the duty which his father before him

had had, or one which, though it pleased him but little, seemed a trifle nearer to his working ideal. Knights, so Mallory's *Le Morte D'Arthur* quaintly tells us, were sometimes "replenished" with visions such as that of the Holy Grail, and "avowing the enquest of the same," were aided with suggestions of a life career. But no such Divine interventions seem to have been vouchsafed to the common people.¹

Moving rapidly down through the ages we find that the number of vocations increases with the years, yet, even in the time of Benjamin Franklin is still comparatively small. In his *Autobiography* Franklin writes, "My father sometimes took me to work with him to see joiners, brick-layers, burners and braziers at their work, that he might observe my inclination, and endeavor to fix it on some trade or other."² This shows that in the eighteenth century vocational guidance consisted simply in an observation of the existing trades, the father pointing out to his son the opportunities in the occupations observed, and helping the boy to select his work.

At present, however, the choice of an occupation and guidance in choosing one, are not such easy matters. Youths today are gifted with none of the legendary visions which guided the life-work of the knights of the Middle Ages. It is as impossible for a father of the twentieth century to describe intelligently for his son the eighty-three occupations

1. Boas and Hahn, *Social Backgrounds of English Literature* Pp26-43
2. Franklin, *Autobiography*, quoted from Cohen, "Principles and Practice of Vocational Guidance." Page 176.

and had, of one which, though it pleased him but little,
seemed a little nearer to his working ideal. And this, he
believed, is the reason why he has been so successful
in his "experiments" with various such as that of the Holy Grail,
and "moving the center of the sun," were aimed with success
toward a life career. But no such living intervention
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guidance in choosing one, are not such easy matters. Youth
today are gifted with none of the legendary wisdom which
enriched the life-work of the knights of the Middle Ages. It
is an impossible task for a father of the twentieth century to
designate favorably for his son the right-line occupation

1. Scott and Main, Social Backgrounds of English Literature 1925
2. Franklin, Autobiography, quoted from Green, "Franklin and
Practice of Vocational Guidance," page 170.

existing today as it is for the boy to observe each one of them.¹ Finally, we are rapidly discarding the idea that a son or daughter should follow their parents' occupations, simply because their fathers and mothers chose those particular types of work.

From this brief summary of the general need for guidance, it may readily be seen that there should be some kind of formal recognition of the importance of the life career motive in all schools and institutions where young people are being trained. Particularly is this true of the colleges and universities, the majority of whose members have reached the last rung of the educational ladder. Their next step will take them on to the occupational ridgepole, and whether they will walk the pole with success, or, falling, slide down on one side, into a teaching position, the most natural sequel to academic study, or, on the other side, into a blind alley job which affords them weekly pay, but little joy in their work, and no opportunity of advancement, will depend in great part upon the guidance opportunities offered by the colleges.

Whether vocational education is ever to become an essential feature of the college curriculum will remain a doubtful issue as long as vocational studies are considered an encroachment on cultural values. There are, however, many influences within the college, such as courses taken,

1. Brewer - ~~Recent~~ Progress in the Problems of Vocational Guidance, School and Society, Jan., 1926, P. 62.

existing today as it is for the boy to observe each one of
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one side, into a teaching position, the most natural sequel
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Whether vocational education is ever to become an
essential feature of the college curriculum will remain a
doubtful issue as long as vocational studies are considered
an encroachment on cultural values. There are, however,
many influences within the college, such as courses taken,

part-time work, and social contacts, which help to determine vocational choices.¹ Since these influences exist, the college if it is to fit men and women to serve society by success in life, must keep continually in the foreground the facts that "Education is essential to occupation,"² that vocational interests are primary in so far as they depend to a certain degree upon the academic side of college life, and that these interests must be directed in the right path by an adequate system of guidance.

A guidance system, involving as it does "the linking of self-knowledge with knowledge of the outside world so as to find one's place in it cannot be developed by a few lectures or personal interviews. It is a matter for careful thought and study."³ Much has been done in college guidance, but there is still a great deal to be accomplished. After a presentation of the definition and aims of guidance the purpose of this thesis will be the pointing out of specific guidance needs peculiar to colleges, a discussion of the ways in which these needs are being met by showing what is now being done in outstanding colleges and universities, and the suggestion of possible ideals for an improved guidance plan.

1. Bayer, Vocational Problems of the College Student, School and Society, Aug., 1929, Page 203
2. Ibid., Page 203
3. Woodbridge.

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A guidance system, involving as it does "the finding
of self-knowledge with knowledge of the outside world as an
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guidance needs peculiar to colleges, a discussion of the ways
in which these needs are being met by showing what is now
being done in outstanding colleges and universities, and the
suggestion of possible lines for an improved guidance plan.

DISCUSSION

Part I

Definitions of Guidance.

In her concrete and interesting study of "Guidance in Colleges for Women," Mabelle B. Blake defines guidance as "Assisting students to make progress in their educational and vocational careers."¹ In this general definition it will be noted that guidance functions in two fields, that of education and that of vocation. Because of this double activity it has been divided by many authorities into two parts, educational guidance and vocational guidance. A clear understanding of the meaning of each of these terms is essential to a comprehension of any college guidance plan.

Perhaps the clearest and most concise definitions are those of Professor John M. Brewer of Harvard. "Vocational Guidance," Dr. Brewer says, "is concerned with helping persons to choose, prepare for, enter into, and make progress in occupations."² Following the definition are named some activities which may be considered examples of vocational guidance, such as giving information about commerce and industry, in order to help in the choice of an occupation, giving an opportunity to discover talents with vocational choice in mind, advising students to enter this or that school

1. Blake, Guidance in College for Women. P.3.

2. Brewer, Quoted in Blake, "Guidance in College for Women," P.155.

DISCUSSION

Part I

Definition of Guidance

In her somewhat and interesting study of "Guidance in Colleges for Women," Isabelle E. Allen defines guidance as "assisting students to make progress in their educational and vocational careers."¹ In this general definition it will be noted that guidance functions in two fields, that of education and that of vocation. Because of this double activity it has been divided by many authorities into two parts, educational guidance and vocational guidance. A clear understanding of the meaning of each of these terms is essential to a comprehension of any college guidance plan. Perhaps the clearest and most concise definition is the one of Professor John H. Brewer of Harvard. "Vocational Guidance," Mr. Brewer says, "is concerned with helping persons to choose, prepare for, enter into, and make progress in occupations."² Following the definition the named some activities which may be considered examples of vocational guidance, such as giving information about courses and industries, in order to help in the choice of an occupation, giving an opportunity to discover talents with vocational choice in mind, advising students to enter into or leave school

1. Allen, Guidance in Colleges for Women, p. 1.

2. Brewer, quoted in Allen, Guidance in Colleges for Women, p. 182.

for the purpose of discovering their talents or preparing for an occupation, advising in regard to promotion or change of job, supervising the entrance into or progress in a particular position or chosen occupation.¹

Educational guidance Professor Brewer defines as "Assisting persons, either through classifying them into appropriate groups, or by individual or group conferences, in making progress in their educational careers."² Such problems as methods of study, choice of studies and curriculums, and choice of schools and colleges, are given as examples of this type of guidance.

From these two definitions it may readily be seen that, although the guidance field is divided into two parts for the convenience of designating the activities involved in each, for actual, useful functioning, vocational and educational guidance are inseparable and highly interdependent. Vocational guidance is necessary in helping a student to choose the career which he wishes to follow, yet, without consequent educational guidance, with its suggestions as to methods of preparing for the career, kinds of study to pursue, etc., little actual progress could be made. On the other hand, educational guidance with its program of study methods and choice of subjects, would be equally worthless unless the student's schedule were chosen with some definite aim. In their activity of helping persons to choose schools and colleges which will prepare them for life-work, vocational and educational guidance actually overlap. This shows the close connection between the two.

1. Brewer, quoted in Blake, "Guidance in College for Women," Page 155.
2. Op. cit., Page 154.

for the purpose of discovering their talents or preparing for
an occupation, and being in a way to provide an example of
suggestions for entrance into or progress in a particular
line of chosen occupation.

Secondly, the student should be able to
the various, either through direct, or through
groups, or by individual or group collection, in making
great in their emotional nature. Each problem as
of study, choice of studies and curriculum, and choice of schools
and colleges, are given an example of this type of guidance.
The first two chapters are devoted to the study of the
which the student will be divided into two parts: the
consequence of investigation the activities involved in such, for
actual, mental functions, vocational and educational guidance
and the social and ethical considerations. Vocational guidance
is presented in relation to the student's choice of the career
which to follow, and without consideration of the student's
with his preparation as to nature of preparation for the career,
choice of study in school, etc., little social guidance could be
given. On the other hand, vocational guidance with the purpose
of a study nature and choice of subjects, which is equally
important which the student's guidance with regard to the
which is the study of the nature of the study, which is the
schools and colleges with all respect to the study.

Vocational and educational guidance are equally
about the close connection between the two.

From these definitions and discussions it will be seen that any adequate system of college guidance must be one in which the educational and the vocational phases are jointly emphasized and developed.

GENERAL AIMS OF GUIDANCE.

The degree of development which guidance attains in any institution depends in great part upon the closeness with which the general aims of guidance are adhered to. In his definition Dr. Brewer says that vocational guidance should "assist individuals in choosing, preparing for, entering upon and making progress in occupations." This is, perhaps, the most important and comprehensive guidance ideal. There are, however, several others listed by Dr. Brewer which verify and enrich this aim,-- (1) The giving of "knowledge of the common occupations and problems of the occupational world, so that students may be prepared for occupational as well as political citizenship; (2) The helping of the worker to understand his relationship to workers in his own and other occupations, and to society as a whole, (3) The securing of better co-operation between the school and the various industrial, commercial, and professional pursuits; (4) Helping in the adaptation of the schools to the needs of the students and the community."¹

Summing up the contents of these aims we see that, in general, guidance has two main ideals and problems. The first

1. Brewer, Case Studies in Educational and Vocational Guidance, Page 211.

From these definitions and discussions it will be seen that any adequate system of college guidance must be one in which the educational and the vocational phases are jointly organized and developed.

GENERAL AIMS OF GUIDANCE

The degree of development which guidance attains in any institution depends in great part upon the objectives with which the general aims of guidance are related to. In the definition Dr. Brewster says that vocational guidance should "assist individuals in choosing, preparing for, entering upon, and making progress in occupations." This is, perhaps, the most important and comprehensive guidance ideal. There are, however, several others listed by Dr. Brewster which really and surely this aim,--(1) the giving of "knowledge of the common occupations and professions of the occupational world, so that students may be prepared for occupational as well as political citizenship; (2) the helping of the worker to understand his relationship to workers in his own and other occupations, and to society as a whole; (3) the securing of better co-operation between the school and the various industrial, commercial, and professional groups; (4) helping in the adjustment of the schools to the needs of the student and the community." Putting up the contents of these aims as we find, in general, guidance has two main fields and problems. The first

of these ideals is that of the wellbeing of the individual and involves the problem of individual development, i.e. how to guide the individual so that he may make his life as full, as real and as satisfactory as possible. The second ideal is the ideal of service to society, and contains the problem of the stimulation of the individual to render to society the utmost service of which he is capable.¹

The ultimate end, then, of a satisfactory program of guidance will be the development "of the powers of the individual so that he may realize to the fullest extent the possibilities of his life."²

PART II

THE NEED FOR GUIDANCE PECULIAR TO COLLEGES.

That the college individual may be helped to reach his fullest development, it is necessary to gain a clear understanding of the specific guidance needs which are apparent in the college.

Perhaps the first and greatest of these needs arises from the lack of definite vocational purpose among college students. The President of Yale University recognizes the necessity of vocational aims and the need for guidance in his annual report of 1925,

"It is an extraordinary circumstance," he says, "that so large a portion of our students come up to the spring of their senior year with little or no plan for the future, with no decision as to the field of work which they will enter,

1. Hawes, Quoted in Blake,-- Guidance in College for Women, P.61
2. Hudelson, Problems of College Education, P. 233.

of these ideas is that of the well-being of the individual and involves the problem of individual development, i.e., how to guide the individual so that he may make his life as full as possible and as satisfying as possible. The second ideal is the ideal of service to society, and contains the problem of the relationship of the individual to society and the utmost service of which he is capable. The ultimate end, then, of a satisfactory program of guidance will be the development "of the power of the individual so that he may be able to the fullest extent the possibilities of his life."

CHAPTER II

THE NEED FOR GUIDANCE PROGRAMS IN COLLEGES

That the college individual may be helped to reach his fullest development, it is necessary to gain a clear understanding of the specific guidance needs which are apparent in the college. Perhaps the first and greatest of these needs arises from the lack of definite vocational purposes among college students. The President of Yale University recognizes the necessity of vocational aims and the need for guidance in his annual report of 1920, "It is an extraordinary circumstance," he says, "that so large a portion of our students come up to the spring of their senior year with little or no plan for the future, with no decision as to the field of work which they will enter."

1. Hays, cited in Hays, "Guidance in Colleges for Women," p. 21.
2. Hays, "Problems of College Education," p. 102.

and, frequently, with little or no knowledge of what opportunities are offered in the world of affairs to the college graduate. As the time goes on the day arrives when they simply must have a job, and so they jump at the first one which comes along, regardless of the likelihood that they will succeed in it. Now a certain amount of the rough and tumble at the outset of life is doubtless a good thing for many types of men, and it is certainly impossible by any device now available, to predict with confidence what calling any given individual will find satisfactory, and in what one he will succeed. Nevertheless, our present procedure in the matter is highly irrational and deserving of alteration."¹

This lack of vocational aim may be even more clearly illustrated by a specific example from a study of the University of Michigan made by Mr. W. S. Harris in 1929. In this report it is stated that only a little over a third of the freshman class had made a definite choice of vocation at the time of entrance, the chief reasons for lack of vocational choice being (1) lack of interest in making a selection; (2) great caution and hesitancy in choosing; (3) uncertainty between equally desirable vocations; (4) lack of information and guidance. The report also shows that twenty-nine per cent of the seniors changed their vocational preference during the college year, and attributes these changes to (1) discovery of some unpleasant feature in the first choice; (2) like or dislike of some subject of the curriculum.²

From these examples of the lack of vocational purpose among college students it may easily be seen that guidance is needed along vocational lines. When it is found that the examination of the life histories of a group of graduates from

1. Report of President of Yale University, 1925, quoted in Myers, The Problem of Vocational Guidance, Page 281
2. Parker, Vocational Counsel and Placement at the University of Michigan, Penn. State College Bulletin, May, 1921, P.21

and, therefore, with little or no knowledge of what opportunities are offered in the world of affairs to the college graduate. As the time goes on the day arrives when they finally must have a job, and so they turn at the last moment to the world of affairs, and find that they are in a position to choose among the various opportunities which are offered. Now a certain amount of the knowledge which is necessary for the choice of a career is available at the outset of life, but it is certainly impossible for any person to have a complete knowledge of the world of affairs at the outset of life, and it is certainly impossible for any person to have a complete knowledge of the world of affairs at the outset of life.

The lack of vocational guidance is even more clearly illustrated by a special example from a study of the University of Michigan made by Dr. W. B. Smith in 1925. In this report it is stated that only a little over a third of the freshmen class made a definite choice of vocation at the time of entrance, the chief reasons for lack of vocational guidance being (1) lack of interest in making a selection; (2) lack of information and hesitancy in choosing; (3) uncertainty between several desirable vocations; (4) lack of information and guidance. The report also shows that twenty-nine per cent of the freshmen changed their vocational preference during the college year, and attributes these changes to (1) discovery of new important features in the three major; (2) like or dislike of some subject of the curriculum.

From these examples of the lack of vocational guidance among college students it may easily be seen that guidance is needed along vocational lines. What is it found that the examination of the life histories of a group of graduates from

1. Report of President of Yale University, 1925, quoted in
Hyer, The Problem of Vocational Guidance, page 241
2. Parker, Vocational Guidance and Placement at the University
of Michigan, Ann Arbor College Education, Vol. 1, 1925, p. 1.

one of the best colleges of the country shows that it has taken on the average about ten years for them to find themselves, it is evident that unless some system of guidance is provided there will be great losses of time and money put into education, loss of opportunity and earnings which come to an individual who has been wrongly guided and, finally, a great loss to society.¹

The second important need for a guidance program in colleges is due to the lack of a sufficient number of capable advisors for the students. Before guidance work appeared in universities the members of the faculty acted as advisors. Now, however, other counsellors are needed. In his book on "The Orientation of College Freshmen," Dr. Henry I. Doermann says,

"The principal cause of the breakdown of the faculty advisory system is now clearly seen to have been the inability of the average faculty member to perform the duties of a counsellor, particularly when under a teaching load. Skill in advising students is not a by-product of scholarship or teaching. It is, however, a skill necessary in college life."²

Summing up this quotation, we find that faculty advisors are disappearing because of the large numbers of students to be counselled, and the increasingly scientific methods of guidance. This need for trained advisors must, however, be met in some way, in order that a co-operative relationship between a counsellor and the student may be established at the beginning of the college course. Only

1. Pierce, Deans and Advisors of Women and Girls, P. 207
2. Doermann, The Orientation of College Freshmen, P. 253.

one of the best colleges of the country show that it has
been on the average about ten years for them to find
themselves. It is evident that unless some action of this kind
is provided there will be great losses of time and money put
into needless, loss of opportunity and studies which none
of our students who are being educated and trained, likely
will lose to society.

The second important work for a guidance program is
college as it is the lack of a systematic method of securing
information for the student. Before a student works out his
interests in the nature of the faculty which he chooses,
how, however, other counselors are needed. In his book on
"The Orientation of College Freshmen," Dr. Henry L. Horseyman

states:
The principal object of the program of the faculty
advisory system is not merely to have each student
of the college advised to follow the wishes of a
counselor, particularly when there is a serious loss. It is
advising students in not a personal or individual way.
It is, however, a skill necessary in college life."

Summing up this problem, we find that faculty
advisors are disappearing because of the large numbers of
students to be counseled, and the increasing scientific
method of guidance. This need for trained advisors may,
however, be met in some way, in order that a co-operative
relationship between a counselor and the student may be
established at the beginning of the college course. Only

1. Horseyman, Henry L. "The Orientation of College Freshmen," p. 225.
2. Horseyman, Henry L. "The Orientation of College Freshmen," p. 225.

through such an understanding can the past history of the student be learned and used for his present development.¹

"Every student," Dr. Doermann writes, later in his book, "should know that there is some one person in the college community who knows him, and to whom he is free to go whenever he wants to talk about things in general, or things in particular, especially when he wants advice. What he wants is a friend who knows the game."²

Cannot some plan of guidance offer such a friend to the student?

Once college life was comparatively simple, having a limited range of exclusively cultural studies, a fixed schedule of work and relaxation, a small number of students and correspondingly few student problems. Today, with its wide choice of subjects, many extra-curriculum activities, and large number of students, with their social, ethical and financial problems, it presents a maze of interests and complexities, which are often overwhelming to college young people. A few of the problems taken from case studies mentioned in Mabelle B. Blake's "Guidance in College for Women" will perhaps be the clearest possible illustrations of the need for a guidance plan which will help the student to keep his bearing in the distracting whirl of college life: (1) A student is failing because she does not know how to study; (2) a girl is failing because she is afraid to recite; (3) A student wants to go to college. Her parents will not give her the money for tuition because they do not wish her to go;

1. Blake, Guidance for College Women, P. 193

2. Doermann, The Orientation of College Freshman, P. 334.

through such an understanding of the past history of the student he learned and used for his present development.

"Every student," Dr. Newman writes, "later in his book, 'should know that there is some one person in the college community who knows him, and to whom he is free to go whenever he wants to talk about things in general, or things in particular, especially when he wants advice. What he wants is a friend who knows the game.'"

General course plan of education after high school

the student?

Of the college life was comparatively simple, having

a limited type of exclusively cultural studies, a typical

emphasis of work and relaxation, a high standard of language

and correspondingly few student problems. Today, with the

wide choice of subjects, very extensive extracurricular activities,

and large number of students, with their social, athletic and

financial problems, it presents a mass of interests and

concerns, which are often overwhelming to college youth

generally. A few of the problems which arise from these studies

mentioned in Newman's book are "Guidance in College for Women"

will perhaps be the closest possible illustration of the

need for a guidance plan which will help the student to keep

his position in the distracting world of college life. (1)

student in college because he does not know how to study.

(2) A girl is falling in love and is afraid to tell; (3) a

student wants to go to college. Her parents will not give

her the money for tuition because they do not wish her to go;

1. Blake, Barbara, for College Women, 1912

2. Newman, The Education of College Women, 1912.

(4) A student fails in college because she is not properly clothed; (5) A girl cheats in her work; (6) A student is offered a good position in the middle of her college course and the question arises whether or not college should be discontinued.¹

Dr. W. H. Faunce, former president of Brown University, in a recent quotation in the Vocational Guidance Magazine, gives a sympathetic and urgent plea for guidance in these college perplexities.

"The American college," writes Dr. Faunce, "Drops or suspends or expels many students simply because of their maladjustments to the new environment. If such students could be helped out of their fears, worries, unhappy memories, or groundless forebodings, out of foolish egoism or inferiority complex, and be shown by a competent physician how to surmount financial strain, some illusion or religious doubt, most of them could become successful students in college, and useful citizens afterwards."²

The fourth and last great need for guidance in colleges is due to an increasing departmentalism, and an ever broadening curriculum. When students enter college they are met by a catalogue containing scores of courses and a group of specialists who teach these courses. Under such conditions the choice of a study schedule is difficult and confusing for any student, but particularly for freshmen to whom the requirements and methods of the university are new and strange. Here is a need for the close co-operation of the two fields of guidance, the task of vocational guidance being that of helping the student find the career which he wishes to follow, the task of educational counselling being that of helping the student to choose and integrate his courses so that, having elected them with reference to his chosen

1. Blake,-- Guidance for College for Women, Pp. 11-30

2. Faunce,-- "College Students," Vocational Guidance Magazine, May, 1929, Page 189.

vocation, he will see them as a whole. If such aid in election of courses was given to college students, many failures due to aimless and disinterested choice of subjects might be prevented.

It has been noted in the foregoing paragraphs that the outstanding reasons for the need of guidance in colleges are, lack of definite vocational purpose among the students, the failure of the faculty advisory system to function in counselling, the complexity of college life, and a growing departmentalism and broadening curriculum. To show the various methods by which these needs are being met is the aim of the following development of the thesis.

AIMS OF COLLEGE GUIDANCE.

From the discussion of the general aims of guidance in the introduction, it will be recalled that its two great ideals were, the well-being of the individual and his service to society. In college also these aims are primary. There are, however, certain purposes subsidiary to these which are peculiar to university guidance.

One of the first and most important of these aims is the right selection of students, its purpose being to admit only those individuals who can really profit by the college training. If those students are eliminated who are not properly qualified for the use of college facilities, much discouragement on the

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It has been noted in the foregoing paragraphs that
the outstanding reasons for the need of guidance in college
are, first of all, the occasional purpose among the students,
the failure of the faculty to adequately prepare the student in
concerning the complexity of college life, and a growing
departmentalization and specialization of knowledge. To give the
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AIM OF COLLEGE GUIDANCE

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One of the first and most important of these aims is
the right selection of students. Its purpose being to admit only
those individuals who can really profit by the college training.
If those students are admitted who are not properly qualified
for the use of college facilities, the effectiveness on the

part of the young people, and much loss of time and money put into education may be prevented.

If the student is really to be "fitted for participation in civic responsibilities and for happiness in life through personal resourcefulness," the next aim of the college must be to "take the entering students, the majority of whom have their minds crowded with facts useful for college entrance, examinations direct them into the field of work which will give them the fullest expression of their individuality, and help them to investigate independently, to think logically, and to weigh facts purposefully." Only in this way will they be able to arrive at right conclusions on matters of life concern.¹

A third aim of college guidance is to train the individual in the right use of leisure. If recreation and play are under proper guidance "they can be two of the strongest factors in developing the student mentally, socially and morally."² Outdoor sports and games give a sportsmanlike spirit and training in cooperation and self-control; reading, a knowledge of the world and broadened interests; dancing, good posture, poise, and co-ordination and rythm of movement; hiking, fine carriage, a full chest and a bright eye. Leisure time should be so guided in college that the hours away from academic work may be filled with enjoyable yet constructive activities.³

1. Neilson, Introduction to Blake's "Guidance in College for Women," Page VIII.
2. Blake, "Guidance in College for Women," P. 157
3. Op. cit., P. VIII.

part of the young people, and much loss of time and money

but also education may be prevented.

It is suggested to be "latter for last."

When in civil responsibility and for business in life through

personal responsibility, the aim of the college must be

to "have the student educated, the majority of whom have

been shown to have little interest in college education,

and to direct them into the field of work which will

give them the fullest expression of their individuality, and

help them to investigate intelligently, to think logically,

and to weigh facts judiciously." Only in this way will they

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A third aim of college education is to train the

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a knowledge of the world and present interests; handling

good nature, voice, and co-ordination and rhythm of movement;

liking, fine carriage, a full chest and a bright eye. It should

also enable us to guide in college that the young men from

academics were not filled with ignorance but constructive

education.

1. Relation of Education to Life's "Guidance in College" for

Women, Page 111.

2. "Guidance in College for Women," p. 127

3. Op. cit., p. 111.

Finally, college guidance should help the student to live cooperatively while in college and, after graduation, to test his ability to work well with others, by aiding him to find employment in a desired vocation. Whether or not the individual succeeds in his chosen vocation determines the worth of college life, for the value of higher education is seen in the ability of a graduate to render serviceable acts in the community.¹

PRINCIPLES OF COLLEGE GUIDANCE.

Having formulated the aims toward which its work is to be directed, the personnel department of any university, must recognize certain basic principles of college guidance that are an essential foundation to a working program of counselling. These principles are, perhaps, expressed most clearly and concisely by Henry I. Doermann in "The Orientation of College Freshmen." The following simple list of principles are given by Dr. Doermann, without elaboration or discussion of single tenets: (1) "Every student must be regarded as a separate or distinct individual; (2) The college has the responsibility for the student as an individual, as well as for the group in which he finds himself; (3) The highest form of discipline is self discipline. The college should mold its plans so that the student shall as progressively and quickly as possible, assume responsibility for its own conduct; (4) Efficiency is not the primary reason for organizing guidance.

1. Neilson, Introduction to Blake's "Guidance in Colleges for Women." P. VIII.

Finally, college should help the student to
live economically while in college and, after graduation, to
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first experience in a desired vocation. Whether or not the
individual succeeds in his chosen vocation determines the
worth of college life, for the value of higher education is
seen in the ability of a graduate to render serviceable aid
to the community.

PRINCIPLES OF COLLEGE TEACHING

Having formulated the aims toward which its work is
to be directed, the department's treatment of any individual
must recognize certain basic principles of college education
that are an essential foundation to a working program of
teaching. These principles are, perhaps, expressed most
clearly and concisely by Henry I. Bowman in "The Orientation
of College Teachers." The following is his list of principles
as given by Dr. Bowman, without elaboration or discussion of
their source: (1) Every student must be regarded as a
separate and distinct individual; (2) The college has the
responsibility for the student as an individual, as well as
for the group in which he lives himself; (3) The highest form
of education is self-education. The college should work
to have so that the student shall be progressively and
quickly as possible, assume responsibility for his own education;
(4) Efficiency is not the primary reason for organizing education.
I believe, in Bowman's "Guidance in College
for Teachers," p. VIII.

Efficiency secured through paternalistic dominion is of doubtful permanency; (5) Students must make choices. Every time someone else makes a choice for him the student is deprived of an opportunity for self-development; (6) Students should be encouraged to seek advice; they should not have it thrust upon them; (7) The worst error of vocational guidance is to guide students into preconceived channels and toward inadequately considered goals; (8) The personnel service should look upon anti-social conduct as a clue through which the student may frequently be led to a better integration of his own personality; (9) Self-development and self-discipline require atmosphere and freedom. Education for life in a democratic community demands the same thing; (10) Guidance must be scientific; (11) The work of the personnel system must actually result in the better orientation of students."¹

The aims and principles of college guidance having been noted, a brief discussion of each of the various types of guidance based upon them will be given in the following paragraphs dealing with the program of the personnel department.

PART III

THE PROGRAM OF THE PERSONNEL DEPARTMENT.

Pre-entrance Guidance and the Selection of Students.

Among the previously discussed aims of college guidance one of the first and most important was the selection of students

1. Doermann, The Orientation of College Freshmen, P. 117.

Efficiency secured through interrelationships in the
 social organization; (3) Students must have choices. Every
 time someone else makes a choice for him the student is
 deprived of an opportunity for self-development; (4) There is
 a social obligation to seek advice; they should not have it
 thrust upon them; (5) The most effective vocational guidance
 is to guide students into (vocational) channels and toward
 adequately correlated goals; (6) The personnel service
 should look upon anti-school sentiment as a plus through which
 the student may eventually be led to a better integration of
 his own personality; (7) Self-development and self-discipline
 require atmosphere and freedom. Education for life in a
 democratic community demands the same thing; (8) Guidance
 must be scientific; (9) The work of the personnel system
 must actually result in the better orientation of students.
 The aims and principles of college guidance having
 been stated, a brief discussion of each of the various types of
 guidance used will be given in the following.

PART III

THE PROGRAM OF THE PERSONNEL DEPARTMENT

Pre-college Guidance and the Selection of Students

Among the previously discussed aims of college guidance
 one of the latest and most important was the selection of students

who can really profit by what the college has to offer. In other words, the college wishes to select those young people who can do the job for which society has created the college to give training, and to allow other institutions, apprenticeships, or employments, to have those young people who can do their jobs."¹

Such a choice of college students cannot be adequately accomplished without the co-ordination of the work of the High School from which the individual comes and from the college to which he intends to go. An individual study of each potential college student should begin in the secondary school. Such a study should be made by one carefully trained in the principles of guidance, and should be carried on in co-operation with the members of the faculty who come in contact with the student and with the parents."²

The first question to be decided is whether the particular student in question should attempt to go to college, or whether he is better fitted for some other form of higher education. The prediction of the success that a student is apt to make in college may be based upon the following criteria: (1) The record of High School scholarship; (2) The results of psychological tests; (3) The interests of the student; (4) His activities and experiences during High School; (5) The advanced studies taken in High School; (6) Estimates by principals and teachers.³ The most important of these criteria will be discussed in the next few paragraphs.

1. I. B. Johnston, The Prediction of Student Scholarship, from Problems of College Education, P. 242.
2. Blake, Guidance in Colleges for Women, P.101.
3. Op. cit., Page 291.

In college entrance examinations there is a decided emphasis placed upon the student's ability to answer certain definite questions. Usually the questions are studied with little comprehension of the subject in relation to known facts or everyday living, but for the sole purpose of "getting through" the examinations. For this reason little opportunity is given to judge whether the student can do or think.¹ From the student's marks in High School, therefore, and certain psychological tests that measure his interests and activities, can be determined most accurately his probable success in college.

One criteria for measuring student aptitude in advance is the success or failure in High School subjects which are of a similar nature to those studied in college. It may readily be seen that, if a student ranks well in advanced mathematics or science in High School, he is not apt to have difficulty with corresponding subjects in college. That those students who have taken and passed with credit Latin and other advanced subjects in High School, do well, and those who fail in them do poorly in college, has been proved by many college records.²

It has also been discovered that the recommendations of High School principals are highly subjective and invalid, and should be considered the least important criteria of a student's ability.³

1. Blake, Guidance in College for Women, Page 96.
2. Johnston, The Prediction of Students Scholarship,
in Problems of College Education, Page 235.
3. Ibid., Page 236.

In college entrance examinations there is a decided emphasis placed upon the student's ability to answer questions relating to mathematics. Usually the questions are studied with little comprehension of the subject in relation to knowledge on everyday living, but for the sole purpose of passing the examination. For this reason little opportunity is given to judge whether the student can or cannot do a student's work in high school, literature, and certain subjects in local tests that measure his interests and activities, and as determined from accurately the probable success in college. One difficulty for measuring student activities in advance is the success or failure in high school subjects which are of a similar nature to those studied in college. It may readily be seen that, if a student does well in advanced mathematics or science in high school, he is not apt to have difficulty with corresponding subjects in college. That those students who have taken and passed with credit Latin and other advanced subjects in high school, do well, and those who fail in them do poorly in college, has been proved by many college records. It has also been discovered that the two examinations of high school mathematics are highly subjective and variable, and should be considered the least important criteria of a student's ability.

1. Blake, William in College for Women, page 55.
2. Johnson, The Education of Students in Mathematics, in Problems of College Education, page 225.
3. Todd, page 235.

For this reason two tests have been formulated for the prediction of college work which are entirely impersonal and objective, the resulting rank of the student being determined by arithmetical computations.

The first of these tests is a qualifying examination to determine academic ability alone, and is composed of questions dealing with the regular curricular studies. When the results of the tests have been discovered, the rank of the pupil as compared with his classmates is computed, for, the relative rank of a student in his class is a highly significant indication of his aptitude for study, and "the most valuable single measure for probable fitness for college work." The High School rank is then converted into a percentile rank so that students coming from classes of different sizes may be compared on the same basis.¹

The second, or psychological test, which determines the individual's desirable traits of character, physical force, ambition, zeal for study and social cultivation, is treated in a similar manner. The two percentile ranks are then averaged to secure a combined ratio, which serves as a basis for prediction.² "This method identifies in advance more than one half of those who are unable to do college work, and is so accurate that an error of less than one and one half percent may be regarded as negligible."³

1. Johnston, The Prediction of Student Scholarship, from Problems of College Education, Page 230.

2. Ibid., Page 230.

3. Johnston, Predicting College Success for the High School Senior. Vocational Guidance Magazine, April, 1928, Page 292.

For this reason two tests have been formulated for the
prediction of college work which are entirely independent and
objective, the resulting rank of the student being determined
by statistical comparisons.

The first of these tests is a qualitative examination
to determine academic ability alone, and is composed of questions
dealing with the general curriculum studies. When the results
of the tests have been discovered, the rank of the pupil as
compared with his classmates is computed, for, the relative
rank of a student in his class is a highly significant indica-
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School rank is then converted into a percentile rank to that
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The second, or psychological test, which determines
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to secure a combined ratio, which serves as a basis for predic-
tion.² This method facilitates in advance more than one half
of those who are unable to do college work, and is no accurate
that an error of less than one and one half percent may be
regarded as negligible.³

1. Johnston, The Prediction of Student Achievement, from
Problems of College Education, Page 430.
2. Ibid., Page 430.
3. Johnston, Predicting College Success for the High School
Senior, Vocational Guidance Magazine, April, 1928,
Page 128.

Tests for academic and psychological standing alone, however, are not sufficient to predict a student's success or failure in college. If the investigation is to be really thorough, these examinations must be supplemented by personal interviews, for many failures in academic work have been found to be caused by character defects, not distinguishable in tests. There should be in secondary schools an expert trained in the art of understanding people, whose chief duty is to study every student as an individual and a social being. He should be trained in the art of diagnosing human personality, one who can send those who are personally qualified for a college training to college, and others into the fields best suited for their fullest development.

There should also be a trained person in the college, co-operating with the guide in the secondary school, who will compare experiences and tabulate the results, showing the correlation between the prediction of a student's college success and actual achievement. In this way he will help to determine the best method for selecting college material."¹

Briefly summarizing, then, there are four significant elements entering into this process of selection, (1) the development of vocational and educational guidance in high schools to the highest possible efficiency; (2) the dissemination of students from the university, college and High School until the public is acquainted with the basis of selection in individual differences, and with the advantage to the individual of

years for research and psychological studies, however, are not sufficient to predict a student's success or failure in college. If the investigation is to be really thorough, these examinations must be supplemented by personal interviews. For many failures in academic work have been found to be caused by character defects, not intelligibility in tests. There should be an adequate school and expert training in the art of understanding people, those called only to study every student as an individual and a social being. It should be trained in the art of the people, their personality, and the social factors which are personally qualified for a college training to college, and others into the field of their studies for their intellectual development.

There should also be a trained person in the college, co-operating with the school's secondary school, who will compare experiences and facilitate the results, making the correlation between the prediction of a student's college success and actual achievement. In this way we will help to determine the best method for selecting college material. If fifty universities, then, there are four significant elements entering into the process of selection, (1) the development of vocational and educational guidance in the schools to the highest possible efficiency; (2) the identification of students from the university, college and high school with the college is supplemented with the basis of selection in individual differences, and also the advantages to the individual of a black college in college, for women, page 122.

facing facts in order to find his place; (3) the acceptance and use of the technical means of prediction and selection in guidance which are already at hand, and the extension of these measures by further research; (4) the development within the college, especially in the first two years, of an educational guidance program that will continue the process of selection.¹

FRESHMAN GUIDANCE.

To the incoming freshman, college life is fascinating in the possibilities of the new adventures which it promises, yet baffling in its complexity and unfamiliar atmosphere. For this reason the college should do everything it can to help the student to become adjusted to his unusual surroundings, and, at the same time, to establish right habits from the beginning. In other words, "every freshman should have a clear idea of the meaning of college life, why he has come to college, and what he is seeking. This can only be accomplished by a carefully planned system of guidance."²

The two outstanding phases of freshman guidance are "Freshman Week" many of the activities of which extend throughout the year, and orientation classes.

There are two purposes for conducting the Freshman Week program, (1) for the accomplishment of certain administrative ends; (2) for the orientation of students. The administration wishes to learn what it can about the social, educational

1. Johnston, The Prediction of Student Scholarship, from Problems of College Education, Page 230.
2. Blake, Guidance in College for Women, Page 132.

fact, facts in order to find the place; (3) the standards
and the of the technical work of production and collection in
the work of the student at hand, and the extension of these
measures by further research; (4) the development within the
college, especially in the 12 or 15 years, of an individual
guidance program that will produce the process of selection.

FREEMAN UNIVERSITY

In the preceding Freeman College life in fact living
in the world of the of an individual which is produced,
not being in the world of the individual of the world,
this reason the college itself is to be a part of the
the student to become adjusted to the natural environment,
and, at the same time, to establish right habits from the
beginning. In other words, "Every Freeman should have a
clear idea of the meaning of college life, why he has come to
college, and what he is expected to do only as recommended
by a carefully planned system of guidance."

The two outstanding phases of Freeman's guidance are
"Freeman Week" and the activities of which extend through-
out the year, and orientation classes.
There are two purposes for conducting the Freeman
week program: (1) for the accomplishment of certain educational
aims and (2) for the orientation of students. The week is
designed to lead the student to know what he can expect the college, and to

and vocational interests and experiences of the students, that it may facilitate their entrance into appropriate classes and activities. Student orientation aims to give a freshman reception program consisting of lectures, conferences and entertainments which will help the student to adjust himself and to feel at home in the college.

An adequate program for freshman week as planned by Dr. Doermann in "The Orientation of College Freshmen" would include the following activities: (1) A "lecture performance" program. This series of talks contains discussions on such subjects as reading, note-taking, use of the library, and use of the personnel service. Its purpose is to help the student to connect the theories of college duties and responsibilities with their practice.

(2) A testing program, consisting of intelligence, standard reading and psychological tests, achievement tests in English, mathematics and modern languages, and physical and medical examinations. The results of these tests are used for putting the student where he belongs in classes, and in helping him with his registration.

(3) A program of lectures appropriate for freshman week. Among the subjects discussed might be, the purpose of freshman week, the freshman curriculum, the aims and purposes of the college, college duties and responsibilities, a college man's religion. The purpose of these lectures is to help the student better to understand and adjust himself in college life.

and vocational interests and aptitudes of the student, that
it facilitates a more effective use of his time and
activities. Student orientation is to give him a
vocational program consisting of lectures, conferences and
exercises which will help the student to adjust himself
and to feel at home in the college.

An advisory program for freshmen was initiated by
Dr. Hartman in "The Orientation of College Freshmen" which
includes the following activities: (1) A "freshman performance"
program. This series of talks contains suggestions on such
subjects as: study, habits, and of the library, and use
of the personal services. The purpose is to help the student
to connect the theories of college studies and responsibilities
with their practice.

(2) A testing program, consisting of intelligence,
standard reading and aptitude tests, achievement tests in
English, mathematics and science, languages, and physical and
medical examinations. The results of these tests are used for
placing the student where he belongs in classes, and in making
his own registration.

(3) A program of lectures especially for freshmen
work. Among the subjects discussed might be, the purpose of
freshman work, the freshman curriculum, the aims and purposes
of the college, college studies and responsibilities, a college
man's self. The purpose of these lectures is to help the
student better to understand and adjust himself in college life.

(4) A recreational and social program, including games, Field Day exercises, evening entertainments, a stunt night, sponsored entirely by the freshman. This program, if properly carried out, will help to solve the problem of homesickness which always arises during the first week of college.

(5) An individual counselling program. Each freshman is given an individual conference, either with a faculty member who is to be his adviser throughout his college course, or with some member of the personnel department. In this conference vocational plans are discussed and a course of studies suggested.¹

The orientation classes offered to freshmen may deal with three subjects: (1) college environments, (2) culture, and man's relation to his fellows and to the universe, (3) vocations.

The purpose of an orientation class in college environment are the adjustment of the student to his new surroundings, the training of the student to think for himself and to form right study habits; "the provision of a course, which, by its very difference from high school courses shall convince the student of the seriousness of college work."²

Dr. Doermann suggests that such a course should be "put into the freshman year as a regular course on the immediate problems of the college students." He names the following subjects as possible topics for the course: how to study,

1. Doermann, "The Orientation of College Freshman," P. 23.
2. Blake, "Guidance in College for Women," Page 134.

budgeting the student's time, mental health, student activities, student government, examinations, choosing a course of study, choosing a career, the relationship of a liberal education to a professional career, the intellectual interests outside of class.¹

If orientation classes on college environment are to be successful, the director must have the help of faculty members and upper classmen. The professors and teachers will be able to determine whether or not the knowledge gained in the orientation class is put into practise in the classroom; the upper classmen, whether or not facts learned are applied to campus life. With this information concerning the practical results of the work, it should be possible to modify and improve these courses so that they will actually fulfill their purpose of adjusting the student to their unaccustomed life.

An ~~orientation~~ ~~course~~ ~~dealing~~ ~~with~~ ~~the~~ ~~culture~~ ~~and~~ ~~man's~~ relation to the universe has four distinct aims, (1) to give the student a sound general conception of the nature of the world and men, (2) to survey the historical background of contemporary civilization, (3) to give the student a stimulating and intelligent interest in the main human problems of the present day; (4) to afford an introductory survey of a considerable portion of the field of collegiate study."²

At the University of Minnesota may be found a good example of this type of orientation. The course begins with

1. Doermann, "The Orientation of College Freshman." P. 252.
2. Blake, "Guidance in College for Women." Page 134.

astronomy, followed by studies of the development of the earth looked at as the abode of man, biological evolution, including the origin of man; social origins and primitive social states; a very elementary treatment of psychology. Later, studies in geography, social science, economics, political science, education and art are introduced. This is a five hour course, running through the first and second quarter and a free elective in which any freshman may enroll.¹

Such a course should be made vital and coherent, only those men who are particularly interested in the objective being asked to conduct the classes. Usually the teaching is done by the recitation or discussion method. The students are given a syllabus containing a list of readings, the contents of which will be taken up in class. Talks are given at intervals by experts in the various fields of study presented, which gives the members of the class a chance to come in contact with the leading men of the faculty.

Since no system of general education can cover the whole field, these classes should be a great aid in acquainting the students with fields in which they cannot take courses, and in synthesizing the subject matter obtained in various departments.²

The third type of orientation classes or, those dealing with the study of vocations, are commonly known as

1. Johnston, "Student Orientation at Minnesota," from Problems of College Education. Page 262.
2. Doermann, "The Orientation of College Freshmen." P. 254.

astronomy, followed by the study of the development of the earth
 looked at as the study of man, biological evolution, including
 the origin of man, social origin and relative social status;
 a very elementary treatment of psychology. Later, attention is
 given to social science, economics, political science, and
 then to the history of the world. This is a five-hour course,
 running through the first and second quarters and a first election
 in which the student may choose.

There is a course which is made of the first and second quarters,
 known as the two-semester introduction to the social
 being added to complete the course. This is the second
 year of the student's education. The student
 has given a syllabus including a list of readings, the contents
 of which will be given in class. While the given of inter-
 view of experts in the various fields of study presented, which
 gives the method of the class a chance to come in contact with
 the leading men of the faculty.

Since no system of general education can cover the
 whole field, these classes should be a great aid in supplementing
 the student's field in which they cannot take courses,
 and in supplementing the subject matter obtained in various
 departments.

The first type of orientation classes of those
 dealing with the study of vocational, the second with an

1. Johnston, "Student Orientation at Minnesota," 1901.
2. Johnston, "The Orientation of College Freshmen," 1904.
3. Johnston, "The Orientation of College Freshmen," 1904.

"occupation" or "vocational opportunity" classes. The purpose of these classes is the consideration of the relationship between education and a life career, the problems which arise in the occupational world, and a comprehensive study of the field of vocational opportunities.

The plan of such a class usually included a survey of the opportunities and the requirements of the leading occupations, and an analysis, with the help of the teacher, of the interests and abilities of the students of the course, in order to help each individual to plan a program of studies which will facilitate later vocational progress.

The survey of vocational opportunities is carried on in two ways, (1) reading and discussion of various vocational topics and (2) the investigation by the student, through reading, visits and interviews, of three careers that are of particular interest to him. The occasional topics discussed often include such subjects as how to choose a vocation, the pseudo-psychological method of vocational choice, curricular and college activities as an aid in choosing a vocation, and what to know about an occupation with its sub-topics, what the worker does, how to enter the occupation, personal requirements and preparations necessary, present status of occupation, conditions of work, opportunity for advancement and development, and the future of the occupation.¹

1. Cunliffe,-- "The Study of Occupations in the College."
Vocational Guidance Magazine, Jan., 1927, pp 153-157.

At the end of the term the student must turn in his paper on the three occupations which interest him most. In this he is expected to point out why one of the three vocations is chosen in particular, how his present and future program of studies, extra-curricular activities and vacation employment prepare for this vocation, and, if the study shows a necessary change in his program, what this change would be.¹

The analysis of the student in relation to his chosen vocation is done by intelligence tests, personal record forms, and the student's own ratings on a score card of the degree to which he possesses qualities necessary to his chosen vocation.

The method of conducting occupation classes should be informal and subject to frequent changes arising from the interests and needs of the students. The members of the class should be given a hand in the choosing of topics for discussion and subjects for papers. Selected vocations may be discussed with the ramifications, elements in common with many vocations, and vocational psychology tests, questionnaires and papers on vocational plans may be given. With this background of class discussion, reading and information already in the hands of the instructor, individual conferences on personal vocational problems should follow.

Occupation classes are often one hour electives and given either in the freshman or sophomore year. They are taught by heads of departments, heads of professional schools or by persons directly representing the occupations.

1. Blake, "Guidance in College for Women." Page 142.

At the end of the year the student must turn in his

paper on the three conditions which determine the result.

This is expected to be done at the end of the year.

It is expected that the student will be able to present a

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Such courses if well conducted should help the student to make vocational and educational choices wisely and with a unified purpose.

Occupation classes prepare specifically for vocational work. Properly grouped there are also present in the regular college curriculum many courses which will help to constitute a pre-professional training. A right choice of the major subject will always lead definitely toward vocations, and will, in itself, give a tryout as to the wisdom of the choice. For this reason the freshman should be carefully guided in making out his first year schedule, and the relation between educational courses and future training emphasized.

The major field may not be definitely decided upon until the sophomore year. Often there are certain required courses which must be taken during the first year in order that the student may obtain a well rounded liberal training before starting specialized study. Yet, if, during registration, each freshman is asked to fill out a card giving the probable major and employment objective, his advisor, with the help of this record, may be able to help the student complete his schedule with courses in fields allied to his chosen vocation.

Middlebury College has devised a special scheme for helping students to plan their programs so that they will include among others, courses which will be preparation for professional study, business or other line of work. A

and because it will continue to help the student
in his vocational and educational progress and also
in his personal life.

Industrial education is a subject which is of great
importance to the student and also to the nation.
It is a subject which will help the student to
become a better citizen and a more useful member
of the community. It is a subject which will
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bulletin entitled "Programs for College Students" is published by the college, and sent to prospective students. The bulletin contains a brief statement regarding the requirement and opportunities of a number of the more important occupations entered by college graduates, and a possible program of study leading to each. The programs are not supposed to be technical courses of study, but suggested arrangements of courses offered in the curriculum for those looking forward to a particular occupation. These programs have been found to be of great value to the students in planning their course, and to the advisors who help them.¹

Professor John M. Brewer of Harvard, considers helping the student to select courses with regard to vocation, one of the four main divisions of guidance within the college. He says, "We should give the student the opportunity to try his powers against a varied curriculum which relates itself directly and rather definitely to many occupational activities in life."²

1. Wiley, "Organizing the College of Liberal Arts for Vocational Guidance." News Bulletin, Bureau of Vocational Information, April 15, 1923, P. 6
2. Brewer, "Recent Progress and Problems of Vocational Guidance," School and Society, Jan. 16, 1926, P. 53.

Bulletin entitled "Program for College Students" is published
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 value to the student in planning their course, and to the
 parents who help them.

Professor John J. Brown of Harvard, Cambridge, Mass.,
 has written an article on the subject of vocational education,
 of the form and evolution of a science within the college.
 He says, "We would like the student and the teacher to be
 his power against a variety of conditions which relate to the
 activity and rather belatedly to many occupational activities
 in life."

and

1. Miller, "Organizing the College of Liberal Arts for
 Vocational Education," New Bulletin, Bureau of
 Vocational Education, April 12, 1922, p. 4.
2. Brown, "Recent Trends and Problems of Vocational
 Education," School and Society, Jan. 17, 1922, p. 22.

COUNSELLING

Perhaps the most important guidance function within the college is counselling, for all the other phases of guidance are either in preparation for or the result of individual conferences. There are many student needs which cannot be satisfied simply by the impersonal methods of the college selective process, or the mechanical records of tests and rating. College problems are vast in range, -- social, physical, religious, mental, financial, vocational, and few can be adequately solved without a personal conference with some thoughtful advisor. All college students should be made to feel that there is someone in the college who knows them, and to whom they may go for friendly yet practical counsel. The advisors, on the other hand, should realize that they must be wise and kindly, giving all the help they can themselves, and telling the students where they may go to seek the other help they need.

Briefly stated the aims of counselling are (1) to study the individual student from the point of view of the various causes which have made him what he is, and to give him the assistance necessary for removing the obstacles which interfere with his progress; (2) to bring about a friendly and co-operative personal relationship between the individual faculty members and other advisors, and the students.¹

1. "A Program of Student Counselling," from "Problems of College Education," Page 266.

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the college is essential, for all the other values of education
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and telling the student where they can go to secure the same
help and need.

briefly stated the aim of counseling is (1) to study
the individual student from the point of view of his personal
growth which may be his own, and to give him the
assistance necessary for reaching the objectives which interest
with his progress (2) to bring about a friendly and co-
operative personal relationship between the individual faculty
teacher and other students, and the student.

In order to advise the student wisely in vocational or any other lines, the counsellor should have in his possession the results of an investigation of the individual's heredity, intelligence, race, nationality, environmental background, his interests and his whole personality. Social rank, ethical standards, opportunity for service and family life are important considerations. With the help of tests and records on these points, and the information available concerning the various vocations, the adviser should not find it difficult to make a fair analysis of the student's present status. He should be able to estimate the individual's abilities and disabilities, make a study of his personality as conditioned by environment and behavior, discover his occupational interests, and finally, give him useful suggestions as to the course to be followed.

After advice has been given and the student has left the office the counsellor may record the results of the interview in a Personal Record Folder, one of which is kept for each student. This folder, contains previous school records, health ratings, the complete college record, both scholastic and extra-curricular, and informal notes concerning the facts elicited, and suggestions made at each interview.¹

In order to adequately perform his duties of helping the student and furnishing a diagnosis of him for other officials of the college who may wish it, the counsellor must

1. Paterson, "A Program of Student Counselling," from "Problems of College Education," P. 267.

In order to obtain the student's record in the
on the other hand, the committee should have in the possession
the results of an investigation of the student's personality,
intelligence, race, nationality, educational background, his
interests and his social personality. Social work, physical
education, especially for service and health life are important
factors in the student's life. With the help of these and records on
these subjects, and the information available concerning the
various vocational fields, the student should not find it difficult to
make a fair selection of his student's present status. He
should be able to determine the student's abilities and
disabilities, make a study of his personality as compared
with the student's background, his occupational interests,
and finally, give his final suggestions as to the course to
be followed.

After advice has been given and the student has left
the office the committee may record the results of the interview
also in a personal record folder, one of which is kept for each
student. This folder contains previous school records, health
records, a complete college record, both academic and
extra-curricular, and informal notes concerning the student
collected and suggestions made as seen previously.

In order to accurately perform his duties of advising
the student and furnishing a diagnosis of him for other
officials of the college who may wish it, the committee must

possess certain qualifications of age, education, experience and personality. He should be between twenty-five and fifty years of age. His education should include at least a Bachelor of Arts, but preferably a Master's degree, special courses in office methods, tests and measurements, modern educational ideals, industrial sociology, economics, individual differences, vocational counselling. Association for a time with experts in determining character and personality has been found profitable. A counsellor should have several years successful teaching experience at least, to which might well be added work in an employment office, and in making tests and measurements. Familiarity with a wide range of occupations secured by experience, visiting and research, is also essential to a counsellor's work.¹

Perhaps the most important qualification of a counsellor, however, is that he have a personality which will arouse the admiration and respect of the students. Young people want sympathetic understanding, and an ability to satisfy their needs without injuring their pride. In other words, they expect in a counsellor an older friend in whom they can place absolute trust, one who can give them friendliness without partiality, good, unemotional, common-sense advice, and unhurried whole-hearted and thoughtful criticism. The counsellor must be able to arouse in the student a desire for help, instead of forcing advice upon him. He must be able to formulate for

1. Pierce, "Deans and Advisers of Women and Girls," Pages 218-219.

each individual a clear presentation of his problem which will enable the student to see the next step. He must see quickly the connection between the present difficulty and previous training, and have alertness in discovering the student's natural resources. Briefly, the ideal counsellor must have ability to guide the student, but willingness to let each individual work out his own plan, and, in order to do this, he must have certain qualities of spiritual friendliness, such as tact, co-operation, frankness, patience and integrity, which will inspire the confidence and trust of the students.

It has been previously noted that one of the needs for guidance in colleges arises from the lack of advisers. Who is to act as student counsellor, now that the faculty advisor has been found inadequate because he lacks either time, training, or understanding, and the student advisor because of his immaturity of judgment? Two outstanding policies for the administration of counselling have been adopted, (1) the centralizing of advising and all other branches of personnel work in one office under the direction of a personnel officer, who has the assistance of trained workers or volunteers from the faculty, who are really interested in counselling, (2) the centralizing of the work in the dean's office, with the dean as head counsellor, aided by assistants or volunteers from the teachers.

Many advantages and objections have presented themselves in connection with this possible shifting of personnel work from the dean's office to a department organized for that

particular purpose. Dr. Doermann phrases these briefly and concisely in "The Orientation of College Freshman." The disadvantages of having the personnel work centralized in the dean's office are as follows: (1) Personnel work is a new type of service for the college. It is therefore entitled to a try-out of its own merits; (2) The dean's training usually does not qualify for the work; (3) The dean already has all the work he can handle without taking on more.

The advantages of having the dean as head of the personnel department are these: (1) Personnel work is a logical extension of the dean's work. Its objectives are the same. (2) Personnel work requires close co-operation between all the groups in the college. The dean can bring this about. (3) There are already an abundance of administrative positions in a college. If possible it is better not to create a new one. (4) If there are two positions there will be duplication of effort. (5) The sympathy of the students with the dean is easier to get than that of the faculty with a ^{new} department.¹

Often, in single organizations, the functions of the dean and head counsellor are combined. But whoever the head counsellor is, whether the dean or the personnel director, he should have full academic standing, enabling him to teach the course in occupations, if there is one. He should have the help of at least three assistants, and perhaps volunteers from the faculty. The direction of the college appointment bureau should be one of his duties.²

1. Doermann, "The Orientation of College Freshmen," Pp. 116-120.
2. Ibid., Page 124.

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If any students are assigned to members of the faculty who are to act as their advisers, only those teachers who are really interested, both in the academic and general welfare of the individual, should be chosen. Often teachers and professors cannot advise on personal as well as academic matters, which is a great disadvantage. If a faculty member is an adequate counsellor, however, he has the advantage of seeing some of the many factors which play upon the student, and the importance of considering these factors for the individual's best development.

Counselling requires moral or social as well as educational and vocational guidance, these may well be correlated with vocational advising. Often the best argument for discarding undesirable habits, social or moral, is a vocational one.

RECORDS, TESTS AND RATINGS.

Records, tests and ratings are some of the means of obtaining personal data to be used in counselling interviews and placement work. They are all useful devices in helping to obtain a more complete understanding of the individual student. In themselves, however, they are insufficient. An individual's I.Q. may be 110 according to intelligence tests, but this does not reveal the amount of practical commonsense he would display in an emergency. His grades in his last semester's record may have been poor, but the record does not

If any student is assigned to members of the faculty who are to act as their advisors, only those teachers who are really interested, both in the students and general welfare of the individual, should be chosen. Often teachers and professors cannot advise on personal as well as academic matters, which is a great disadvantage. If a faculty member has an adequate knowledge, however, he has the advantage of seeing some of the results which flow upon the student, and the importance of continuing these results for the individual's best advantage.

Continuing these results for the individual's best advantage, with vocational advice. Often the best argument for continuing these results for the individual's best advantage, is a vocational one.

THE VOCATIONAL ADVISOR

However, facts and figures are some of the means of obtaining personal data so needed by vocational advisors and advisors of work. They are all useful devices in helping to obtain a more complete understanding of the individual. In themselves, however, they are insufficient. The individual's life, as he lives it, is the most important factor, but this does not reveal the amount of practical experience he would like to have in an occupation. His grade in the last semester's record may have been poor, but the record does not

note that he was ill for three weeks before the examinations. He may rate poorly in the qualities named on a personal rating card, yet the list may not contain some of the fine qualities which he possesses.

All of these scientific devices for measuring capacity and personality traits are mechanical and lack the element of human understanding, which is essential to an adequate interpretation of a student's character and abilities. They must, therefore, be combined with other indications of the student's status, gained from personal interviews, observations of classroom teachers and recommendations of High School principals and friends. Such considerations as individual difficulties, social environment, attitude toward family, selection of college mates, and attitude toward work and life, are important as background for test and record findings.

There are three purposes for keeping the records of college students. The first and direct purpose is that of guiding the individual so that he will make progress in personal development, adjustment to college and life activities, choice of friends, and attitude toward extra-curricular interests. A second and indirect purpose is the furnishing of material for research. The third and final purpose consists in the adaptation of the student to a career, by showing him the degree in which he possesses the qualifications necessary for the occupation which interests him.¹

1. Blake, "Guidance in College for Women," Page 205.

A complete record includes a great number of facts concerning the student. It should first contain reports concerning the individual previous to his coming to college. Such facts as his records in schools previously attended, his former social contacts, health, family life, and identifying information like name, date of birth and home address, would be included under this heading.

The academic record might follow. This would contain a statement of the courses selected with grades so arranged that the development of the student can easily be seen, faculty and student ratings of personality and other qualities, psychological tests and general intelligence, as shown by a test given at the entrance to college.

"Allied activities" constitute a third section of a student's record. Here may be found a statement of the individual's use of time in the classroom, in study, in athletics and leisure, his vocational preferences, and additional facts, such as his college disciplinary record, his employment record during college, his self-help and vacation activities, and special honors.

Many colleges endeavor to keep in touch with their members even after graduation. An alumni record usually contains reports of the student's first position, his subsequent history, and any characteristics which are especially significant or will help in research study.¹

1. Blake, "Guidance in College for Women," Page 209.

A complete record of the student's life

is contained in the student's record. It should contain reports

concerning the student's progress in the college, his

social life, his habits, his interests, his

character, his health, his family, and his

education. It should also contain a record of his

extracurricular activities.

The student's record should be kept in the college.

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TESTS

It is necessary to give tests in order to find out the student's capacities, so that he may be wisely advised concerning the course to be followed. Many student difficulties are due to the fact that the individual has been assigned work in which he cannot reach the required scholastic attainment without exceeding either his physical, mental or social capacity .

For this reason, intelligence tests are often given to entering freshmen, sometimes as a basis for elimination, but more often for the prediction of a student's probable success in certain fields and courses.

Intelligence tests are, in a few instances, given to seniors a short time before graduation, in order "to obtain corroborative evidence of success in college, or to secure proof of an increase of mental alertness."¹ The Army Alpha is the intelligence test used most widely by the colleges thus far. It is, however, not the best possible test for the purpose, as it is too easy to be used among the higher levels of intelligence.²

In several institutions tests are given to freshmen as a partial basis for the division of the students into class sections. Such tests are usually called "placement" tests. At the University of Iowa tests are given in the following subjects: English training, English Aptitudes, mathematical training, mathematical aptitudes, French training, foreign language aptitude, chemical training, chemical aptitude.

1., Blake, "Guidance in College for Women," Page 199.

2. Pierce; "Deans and Advisers of Women and Girls." Page 256.

It is necessary to give credit to those who have made the
 significant contribution, so that we may be wisely advised concerning
 the course to be followed. Many students of psychology are led
 to the fact that the individual has been assigned work in which
 he is not to reach the physical, mental or social conditions
 expected of him. This physical, mental or social condition
 for this reason, intelligence tests are often given
 to students of psychology, considered as a basis for selection, and
 some attention has been given to the question of a student's probable progress
 in certain fields and courses.
 Intelligence tests are, in the literature, given
 to students about the time of selection in order to obtain
 comparative evidence of progress in college, or to secure
 proof of an interest in mental development. The way in which
 the intelligence test is used must be judged by the college
 itself. It is, however, not the best possible test for the
 purpose, as it is too easy to be used among the lower levels
 of intelligence.

In several institutions tests are given to freshmen
 as a partial basis for the division of the student into three
 sections. These tests are usually called "placement" tests.
 At the University of Iowa tests are given to the following
 subjects: English training, foreign languages, mathematics,
 natural science, experimental sciences, speech training, foreign
 language studies, classical training, classical studies.

1. Blank, "Intelligence for Women," Page 100.
2. Binet, "Mental and Physical Development of Man and Woman," Page 100.
3. Binet, "Mental and Physical Development of Man and Woman," Page 100.

Psychological tests are another group given to entering students in many colleges. The results of these tests are not used as a basis for elimination but rather as a basis for consultation and the understanding of problem cases. Psychological tests also used by the heads of various departments for testing the ability of certain students in their particular field.¹

Almost all the colleges which give tests at all, use them for assistance in vocational advising. There are three groups of tests which help to show the individual's adequacy for a chosen vocation,-- (1) tests for special aptitudes, such as Thorndike's score test which rates the amount of interest in law, medicine, biology, linguistics, mathematics, engineering, teaching and commerce, (2) special ability tests, like Seashore's tests for musical ability, Macquarrie's test in mechanics, Thurston's in engineering, and Zyne's in scientific ability, (3) tests for personality traits, among which are Kent Rosanoff's test for psychopathic tendencies, Moore's test for aggressiveness, Lande's for emotionality, and Bird's for a sense of humor.²

Great caution should always be exercised to prevent an unfair judgment of a student by relying too absolutely upon what a test is supposed to show. The results should always be supplemented by other information obtained from records, personal estimates and examinations. The purpose of tests is

1. Blake, "Guidance in Colleges for Women," Page 47.
2. University Personnel Research, in Journal of Personnel Research, Nov. & Dec. 1925, Pages 266-7.

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for testing the ability of certain students in their studies.

Types

Almost all the colleges which give tests at the
time for admission in vocational schools. There are three
groups of tests which help to show the student's ability
for a chosen vocation. -- (1) tests for general aptitudes, such
as those which require that which tests the amount of talent in
the student, ability, intelligence, reasoning, engineering,
reading and common sense. (2) special ability tests, like
mechanical tests for mechanical ability, bookkeeper's test in
bookkeeping, drawing test in engineering, and those in scientific
ability. (3) tests for personality traits, such as those
which test the student's test for scholastic tendencies, money's test
for aggressiveness, Taylor's test for emotional stability, and others for a
series of others.

Tests sensitive should always be designed to report an
objective judgment of a student by relying too absolutely upon
what a test is and how to know. The results should always
be supplemented by other information obtained from records,
personal estimates and examinations. The purpose of tests is

1. Hise, "Guidance in Colleges for Women," page 27.
2. University Personnel Research, in Journal of Personnel
Research, Nov. & Dec., 1920, pages 222-7.

not to deprive students of the education which is due them, but simply to help in choosing the type of courses from which the individual can best profit.

RATING SCALES

Closely allied to the tests for personality traits are rating scales. These forms afford an opportunity for checking the characteristics of individuals, and are of great service as a basis for personal interviews, answering inquiries, and supplying information to instructors, deans and officers. There are four outstanding types of rating scales, -- (1) Blank forms sent to references of applicants, (2) ratings of individual students by the faculty, (3) senior rating scales used in placement, (4) student rating scales or self-analysis blanks.

The first type of rating scale, used in connection with applicants for admission to college, is a blank form sent to those persons whom the applicants name as references. It is also usually sent to the principal of the High School where the applicant was prepared. The ratings of the principals and references are considered with school records, and entrance examinations, in relation to the applicant's admission.

The ratings scales used by the faculty are for the purpose of revealing the impression made by the students upon others, while they are doing their undergraduate work. With the aid of these scales the students may be directed in conquering their weaknesses and strengthening their positive characteristics. On these forms the teachers indicate, for any given year, their

not to deprive students of the education which is due them, but simply to help in assessing the type of courses that which the individual can best profit.

THE RATING SCALE

Usually allied to the tests for personality traits are rating scales. These forms afford an opportunity for checking the characteristics of individuals, and are of great service as a basis for personal interviews, counseling interviews, and supplying information to investigators, social and otherwise. There are four outstanding types of rating scales, -- (1) Blank form used to determine of applicants, (2) Rating of individual statements of the family, (3) Senior rating scales used to measure, (4) Student rating scales on self-analysis plan. The first type of rating scale, used in connection with applicants for admission to college, is a blank form sent to those persons when the applicant's name is recommended. It is also usually sent to the principal of the high school where the applicant was prepared. The ratings of the principals and references are combined with school records, and entrance examination, and relation to the applicant's education. The rating scales used by the faculty are for the purpose of revealing the impression made by the students upon others, while they are doing their undergraduate work. With the aid of these scales the students may be directed in counseling their weaknesses and strengthening their positive characteristics. On these forms the teachers indicate, for any given year, their

ratings on such qualities as personality, industry, judgment, and commonsense, reliability, initiative, co-operation and native ability.¹

The rating scales for seniors, simply consist in lists of ratable characteristics, which when checked according to an individual personality, give information which help the placement bureau give adequate recommendations for positions.

A few colleges have the student rate themselves on self-analysis blanks. These blanks help the individual to know himself, and the counsellor to learn the student's judgment of his own background, capabilities and personality. A complete self-analysis blank like that formulated by Dr. Jesse B. Davis, Professor of Education at Boston University, contains such main headings as (1) Inheritance and Early Environment, (2) Education and Talent, (3) Social and Vocational Experience, (4) Mental and Personal Characteristics, (5) Health and Physical Qualities. Under mental and personal characteristics are to be rated such qualities as accuracy, concentration, dependability, initiative, perserverence and thoroughness.²

It may easily be seen that such blanks, if carefully and thoughtfully filled out, give valuable information for use in all types of guidance. There exists, however, the possible danger that so much self-analysis will make the student too introspective. If student rating scales are used, they should be carefully supervised and interpreted by a person who

1. Wiley, "Organizing the College of Liberal Arts for Vocational Guidance," News Bulletin, Bureau of Vocational Information, April, 1923, Page 7.
2. Davis, "Vocational Self-Analysis, Student Form."

...on such matters as personality, judgment,
and common sense, reliability, initiative, co-operation and
creative ability.

The rating scales for each of these
of reliable character, which are checked according to an
individual personality, give information which helps the
person concerned to make more intelligent decisions for positions.

A few colleges have the student rate themselves on
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of his own personality, capabilities and personality.

as these self-analysis scales like that formulated by Dr. Lewis
Lewis, Professor of Education at Boston University, contains
such scales as (1) Intelligence and (2) Personality,
(3) Education and Talent, (4) Social and Vocational Adjustment,
(5) Mental and Physical Characteristics, (6) Health and
Physical Qualities. Under mental and personal characteristics

are listed such qualities as energy, concentration,
dependability, initiative, responsiveness and thoroughness.
It may easily be seen that such plans, if carefully
and thoughtfully filled out, give valuable information for
use in all types of selection. There exists, however, the
possibility that too much self-analysis will make the student
too introspective. It should be pointed out that the
scales should be carefully supervised and interpreted by a person who

1. Lewis, "Organizing the College of Liberal Arts for
Vocational Guidance," New York, 1925, page 7.
2. Lewis, "Vocational Self-analysis," Student Form.

will be aware of the effect of self-rating on the individual. It should also be remembered that much concerning a student's personality can be determined by the way in which he accomplishes the actual tasks which he is called upon to undertake, and that his "doings" should help a great deal in estimating his character.

PLACEMENT

The placement service should keep a complete record of each student so that whether the individual be a senior, a graduate, or one who has left college without completing his course, the bureau may attempt to find suitable work for him. The record should include a brief history of the student while in college, his subsequent record as an alumnus, and a statement of the various steps which the service has taken in helping the student.

Often the placement bureau is under the direction of two officers, one, who has charge of temporary employment, such as summer and part time work, and second, who appoints alumni^a to positions. If possible it is well to have the same person who counsels, also take part in the placement work, but whether the work is done by one or two persons the two persons should be closely integrated, since counselling records are so essential to subsequent placing.¹

The placement service should not limit itself to the teaching profession alone, but should include all types of

1. Blake,-- "Guidance in College for Women," Page 198.

will be aware of the effect of self-will on the individual.
It should also be remembered that such counseling is not
to be done in a way which is dictated by the way the individual
the actual facts which he is called upon to consider, and that
the "counselor" should help a great deal in estimating his character.

The placement service should work a complete record of
each student as far as his character, his ability, his
talents, or one who has been called upon to complete the
course, the business may attempt to find out the best for him.
The record should include a brief history of the student while
in college, his academic record, his character, and a statement
of the various steps which the service has taken in helping
the student.

Often the placement service is under the direction of
two officers, one, usually chosen by temporary assignment, and
as permanent part time work, and second, who handles the
positions. It would be well to have the same person
who handles, also take part in the placement work, but whether
the work is done by one or two persons the two persons should
be closely related, also counseling records are so essential
to subsequent placement.

The placement service should not limit itself to the
teaching profession alone, but should include all types of
I. Place, -- "Guidance in College for Women," pp. 126.

occupations open to college students. It should include not only permanent, but part-time and summer employment as well, and be ready to point out the value of the last two types as try-out experiences in vocations already chosen or considered.

TRY-OUT COURSES

Counselling and the assignment of temporary employment should be so closely united that try-out courses may be a step in preparation for the vocation finally chosen. Very few colleges have try-out courses. Those which do have them organize the work according to one of two plans (1) Alternating periods of school and work, (2) part-time employment whenever possible throughout the college course.

The first plan, in which college work and try-outs alternate, is used at Antioch. Here the periods of work and study are both five weeks long, and the students have real opportunities to try themselves out in different fields. While they are working the placement service observes how they handle various types of occupations, and members of the faculty who have had experience in industry and other economic life, hold interviews with each student. In these conferences the faculty tries in an informal way to get the individual's appraisal of himself, and also that of other faculty members. Sometimes these informal conferences last through more than a year before a decision is made as to which vocation is most suitable for the student.¹

1. Blake,--"Guidance in College for Women," Page 56.

occupations open to college students. It should include not only permanent, but part-time and temporary employment as well, and be ready to point out the value of the last two types as they are experienced in vocational already chosen or considered.

TRY-OUT COURSES

Continuing and the maintenance of temporary employment should be so closely related that try-out courses may be a step in preparation for the position likely chosen. Very few colleges have try-out courses. Those which do have them organize the work according to one of two plans: (1) alternating periods of school and work; (2) part-time employment whenever possible throughout the college career.

The first plan, in which college work and try-outs alternate, is best at midsize. Here the periods of work and school are both five weeks long, and the students have real opportunities to try themselves out in different fields. While they are working the placement service observes how they handle various types of occupations, and members of the faculty who have had experience in industry and other economic life, both interview with each student. In these conferences the faculty tries to get the individual's appraisal of himself, and also that of other faculty members. Sometimes these informal conferences last through more than a year before a decision is made as to which vocation is most suitable for the student.

The second try-out plan is carried out at Goucher College. Here part-time employment is attempted wherever possible throughout the course, and is selected so as to be of value for try-out purposes and vocational decisions. The try-outs are chiefly in the fields of store-work, social service, practice-teaching, and business.

Students who have skill in camp, club, recreational or other social work, may register with the Intercollegiate Community Service Association which is registered in the Appointment Bureau with the Chairman of the Department of Social Science acting as informal adviser. Those who are successful in such work may be recommended to social agencies of the city for nine hours of supervised family casework.

In store and business try-outs **lists** of individuals, interested in the work, are given to various managers, who offer the students part-time employment whenever possible. The lists are, however, subject to the approval of the academic dean and the medical adviser. In store work, arrangement is made for the student to work in several different departments in order to make the try-out as educational as possible, and to eliminate routine.¹

FOLLOW-UP AND ADJUSTMENT.

Whenever a student leaves college and enters an occupation there is a period of adjustment to his new work and

1. Maverick, -- "The Vocational Guidance of College Students,"
Page 136.

surroundings. By following up each individual for a year or two the college can greatly facilitate the progress of its members.

Even though the student has been a success in his first position, he will doubtless welcome suggestions as to the best methods of accomplishing his daily task, and preparing for those to come, and if, on the other hand, he has discovered that his first position is unfortunate, he should feel at liberty to appeal to the college for help in analyzing the difficulty, and making the necessary adjustments. In business positions, particularly, are such changes often necessary. Because all college men must apply for their jobs at the same time, the end of June, it is difficult for the employer to place them in the work best suited to their abilities. Often they have to take some temporary manual or clerical job which does not make them work hard enough to hold their interest. Disgust with their work and consequent discouragement are the results.

For this reason the college should try to work out some plan by which it may prevent as many future unadjustments as possible, and, at the same time, provide new and more suitable employment to those students, whose positions, despite careful placement, prove unfortunate. Several such plans have been adopted and have proved to be successful.

One large university has formulated a plan of cooperation between the university, the alumni and the Chamber of Commerce for the purpose of securing positions for graduates.

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time, the end of which is to be decided for the college to
... in the most desirable manner possible.
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satisfactory employment to those students, whose positions, due to
careful placement, prove unfortunate. Several such cases
have been adopted and have proved to be successful.
The large university has formulated a plan of cooperation
between the university, the district and the chamber of
commerce for the purpose of securing positions for graduates.

This gives an excellent chance for the college on the one hand to learn of the preparation required for a business career, and for the business firms to get trained individuals with a wide outlook on life.

At another state university the business men of the city have agreed to offer employment to the students of the business course during the summer. This plan helps to relate vocational work with studies taken during the term, and by acquainting the students more fully with the occupation, prevents later unadjustment.¹

In all cases in which the college attempts to readjust students who have found themselves in unsuitable positions, occasional reports from both the students and the employers concerning the progress of the individual, will greatly improve the follow-up work.² Such reports will enable the adjustment service not only to keep in close touch with students and employers, but also to note its own progress in successful placement.

VOCATIONAL LIBRARY.

According to the governmental authorities in Washington there are ten thousand occupations in the United States which are distinct enough to require separate description. Many of these are ones which college students would choose if they knew

1. Blake, -- "Guidance in College for Women," Page 56.
2. Myers, -- "The Problem of Vocational Guidance," Page 297.

enough about them. One method of giving the necessary information concerning vocations is the occupation class previously described; a second is the vocational library.

This library service should include books, pamphlets, catalogues of professional and graduate schools, and other material about vocations of interest to college students. The literature should be easily accessible, not hidden on a shelf in some dusty corner of the library.

In some cases the vocational collections are in the office of the dean; in others, on open shelves near the vocational guidance offices. At Pennsylvania State College the material is kept by the student's committee on vocations, who have a current list of the vocational interests of the students, and send out notices to interested undergraduates when new books are received.¹

Wherever the vocational library is located, the person in charge should be as helpful as possible in finding for each individual the material that he wishes. Students should also be led to understand that any information which they may need will be found for them if it is not in the library, or that they will be told where to find it.

MENTAL HYGIENE.

A few colleges provide a hygiene clinic for those students whose adjustment difficulties can be helped by consultation with a psychiatrist.

1. Maverick, -- "The Vocation Guidance of College Students,"

enough about them. One method of giving the necessary information concerning vocational is the vocational class, which is usually described as a group in the vocational library.

The library service should include books, pamphlets, catalogs of professional and business schools, and other material about vocational or interest to college students. The literature should be easily accessible, not hidden in a shelf in some dusty corner of the library.

In some cases the vocational collection may be in the office of the dean; in other, on open shelves next to a vocational guidance office. At some times the office is a separate room by the student's entrance to the library, and have a current list of the vocational interests of the students, and send out notices to interested students. The collection is not too large.

However, the vocational library is needed, the person in charge should be as helpful as possible in finding for each individual the material that is wished. Students should also be led to understand that any information which they may need will be found for them if it is not in the library, or that they will be told where to find it.

LIBRARY SERVICE.

A few colleges provide a separate office for these services, while others adjust their libraries can be aided by consultation with a specialist.

At the University of Minnesota entering freshmen are required to answer a questionnaire, the purpose of which is to reveal the student's need for consultation. About twenty-five percent of the students are called into the clinic later. Additional cases are referred to the psychiatrist by deans and by other advisers. Some students come voluntarily. Many of the students have no very serious nervous problem, but to some of them the conferences are very helpful, and a few come back for further treatment.¹

The psychiatrist is rapidly being recognized as an important assistant in guidance work. It is he who adjusts the student into an environment which will be conducive to his mental health. He also gives instruction as to the facts and principles of mental health, so that the individual can regulate his life rightly. In order to perform these duties adequately the psychiatrist should be (1) a research worker who studies the signs of mental ill-health in the student body, (2) a consultant of the faculty, always ready to give them advice concerning the students, (3) a leader who can teach the principles of mental hygiene, (4) an adviser who can assist the individual students who need his help.²

1. Maverick,-- "The Vocational Guidance of College Students," p.89

2. Harrington,-- "Mental Hygiene in Colleges, Journal of Personnel Research," April, 1926, Page 471.

RESEARCH

Much has been accomplished in college guidance, yet many unsolved problems still remain. For this reason every comprehensive plan should include research.

Inquiry into the organization and administration of a guidance program is needed. The technique of counselling and placement may be much improved by investigation. There is need for the gathering and evaluating of more occupational information. Inquiry into the significance of intelligence ratings for vocational guidance would be valuable. Some way of determining special aptitudes and obtaining reliable ratings of personality traits needs discovery. There are also many problems to be solved in connection with follow-up work. "The nature of vocational guidance and its relation to business, industrial and professional life are such that it must cultivate the spirit and methods of research."¹

There are three definite ways of carrying on college guidance research (1) studying the results of past accomplishments with a view to improvement of future work, (2) making surveys within the college, (3) taking part in cooperative research with other colleges.² Informal researches may also be carried on, everyone who is interested in guidance work continuing to study means of improvement. This will result in a constant rechecking of methods, which should help to reveal defects and suggest possible improvement.³

1. Myers, "The Problem of Vocational Guidance," Page 297.
2. Doermann, "The Orientation of College Freshman," P. 119.
3. Brown, "Vocational Guidance in Colleges of Liberal Arts," Page 60.

INTRODUCTION

Such are the responsibilities of college guidance, and many untrained teachers still remain. For this reason every comprehensive plan should include research. Inquiry into the organization and administration of a guidance program is needed. The technique of counseling and placement may be much improved by investigation. There is need for the gathering and evaluating of more occupational information. Inquiry into the significance of intelligence testing for vocational guidance would be valuable. Some way of bettering special studies and extending them to the entire of personally traits needs discovery. There are also many problems to be solved in connection with follow-up work. The nature of vocational guidance and its relation to industry, industrial and professional life are such that it must cultivate the spirit and methods of research.

There are three definite ways of carrying on college guidance research: (1) studying the benefits of past occupational work with a view to improvement of future work; (2) making surveys within the college; (3) taking part in cooperative research with other colleges. Informal research may also be carried on, everyone who is interested in guidance work contributing to study some of improvement. While all forms of a constant searching of methods, which should help to reveal more and suggest possible improvement.

1. Myers, "The Problem of Vocational Guidance," 1925.
 2. Chapman, "The Relation of College Training to the Life," 1925.
 3. Brown, "Vocational Guidance in Colleges of Liberal Arts," 1925.
- Page 50.

VOCATIONAL CONFERENCE

From her questionnaire sent to many colleges of the United States, Mabelle B. Blake reports that all of the women's colleges and sixty-four co-educational universities have vocational conferences. It is rather lamentable that so many institutions have this type of guidance which is perhaps the least satisfactory, while some of the more important phases of the work are found in a comparatively small number of colleges.¹

Vocational conferences are held annually, sometimes lasting for a week, sometimes only for a day. The usual procedure is to invite specialists in various occupations to come to the campus to speak concerning their particular field. This method, however, is not entirely successful. It has been found that the speakers are apt to be prejudiced concerning their vocations; that they are apt to infer that their occupation is the only one which affords opportunity or service or for making a living. Again, not knowing what has been said in the lecture before, or what is to follow, they cannot make the talks a sequential unit, the information from which may be connected with the daily college courses.

Unless the lectures are supplemented by group conferences, therefore, they will probably not be taken seriously by the students, nor will very practical vocational information be gained from them.

1. Blake,-- "Guidance in College for Women," Page 35.

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This method, however, is not entirely satisfactory. It has been

found that the speakers are not so well acquainted with

their audience; that they are not so free to enter into discus-

sion as the only one which affords opportunity of discussion.

For many a student, again, not knowing what has been said in

the lecture before, or what is to follow, they cannot take the

talks as a continuous unit, the interrupted character which may be

connected with the daily college schedule.

Unless the lectures are supplemented by group conferences,

otherwise, they will probably not be taken seriously by the

students, nor will very practical vocational instruction be

gained from them.

1. Bland, "Guidance in Colleges for Women," page 25.

PART IV

HOW COLLEGES AND UNIVERSITIES ARE MEETING THE NEED FOR GUIDANCE.

Parts One and two of this discussion pointed out the needs, aims and principles of college guidance. In Part Three appeared a brief description of the important types of guidance which would appear in an adequate college plan. The Fourth Part will show in what degree the colleges and universities of the country are meeting the need by the use of some of these phases of guidance.

It will readily be noted in the following examples that some of the institutions have adopted nearly all of the different types previously discussed, from the latest character ratings to superficial vocational conferences, while other colleges have established only a few kinds. Again it will be seen that certain phases of guidance, such as placement and interviews appear in many programs, while others, such as occupation classes, appear only occasionally.

The following statistics taken from the previously mentioned questionnaire, by Mabelle B. Blake, show clearly the uneven distribution of the different kinds of guidance in colleges, and shows the need for more evenly balanced programs:

45	out	of	95	institutions	have	some	kind	of	vocational	conference.
78	"	"	"	"	"	placement	bureaus.			
64	"	"	"	"	"	one	member	of	the	faculty
						appointed	to	have	interviews	with
67	"	"	"	"		all	freshmen.			
27	"	"	"	"		appoint	faculty	advisers.		
13	"	"	"	"		have	upper	classmen	as	advisers.
13	"	"	"	"	"	some	form	of	occupational	class.
37	"	"	"	"	"	"	"	"	"	vocational
						counselling.				

PART IV

THE CHAIRMAN AND UNIVERSITY AND DISTRICT FOR THE YEAR.

There are two of this discussion stated one is
 normal, also and whether of college guidance. In this case
 appeared a better description of the important aspect of guidance
 which will appear in an adequate college plan. The fourth
 part will show in what degree the college and university of
 the country are meeting the need by the use of some of these
 means of guidance.

It will finally be noted in the following chapters that
 some of the institutions have adopted nearly all of the different
 types previously discussed, from the least developed to the
 so-called vocational institutions, with other colleges
 have established only a few steps. Again it will be seen that
 certain phases of guidance, such as placement and interview
 appear in many forms, while others, such as orientation
 classes, appear only occasionally.

The following classification takes from the previously
 mentioned 13 institutions, by William B. Burke, now clearly the
 survey classification of the different kinds of guidance in
 colleges, and shows the need for some evenly balanced programs:

15	out of 13 institutions have some kind of vocational conference.
12	" " " " placement program.
12	" " " " One member of the faculty assigned to have interviews with all freshmen.
10	" " " " special faculty advisers.
10	" " " " have upper division advisers.
10	" " " " have first of general guidance.
10	" " " " vocational counseling.

35	out	of	95	institutions	give some try-out experience.
58	"	"	"	"	follow up alumnae to some extent.
67	"	"	"	"	give psychological tests some time during the year.
50	"	"	"	"	keep some records other than academic.
23	"	"	"	"	have some form of centralized administration of guidance.
33	"	"	"	"	are considering further development. ¹

The following examples of college guidance are chosen to illustrate some of the more adequate plans now being carried out in the institutions of the United States. Unless otherwise noted these guidance programs are taken from Marion D. Brown's VOCATIONAL GUIDANCE IN COLLEGES OF LIBERAL ARTS, which includes plans from both colleges and universities.

MT. HOYOKE

Intelligence tests. Interviews. Placement. Mt. Holyoke has intelligence tests, individual vocational interviews, on matriculation; an interview for each student with the Dean in the Sophomore year on the choice of a major. A questionnaire sent to seniors on vocational plans, calls attention to the placement bureau. A counsellor from the Woman's Educational and Industrial Union of Boston visits the college periodically. Vocational guidance was used at Holyoke even before the modern or organized period.

VASSAR.

Character rating. Interviews. Vocational Bureau. Vassar College has a Personnel Department which makes an effort to advise a girl as wisely as possible, and attempts to insure as accurate an impression as possible of her general intelligence, special abilities, aptitudes, interests, and activities.

The Vocational Bureau is an informational and advisory center equipped to assist students in their vocational problems before and after graduation. Students in the college may consult with the Bureau frequently in all matters that concern their vocational interests.

Alumnae seeking new opportunities or advancement in their work, as well as those who are interested in finding their first position, may apply to the Bureau.

PENNSYLVANIA STATE COLLEGE.

Conferences. Interviews. Orientation Courses. Vocational Library. The Dean of Men has initiated the work for men. The Dean of Women is aided by a student committee on vocational guidance. Early in the freshman year the women receive statements describing the several departments of the college. A required conference with the dean of women on matriculating relates to the choice of a vocation and curriculum. There is a second required conference in the sophomore year, and a final conference in the senior year. During the first three months the dean of women addresses the freshmen once a week on orientation, including vocational topics. A student committee is active in filing and cataloguing the vocational interests of individual students. The college is affiliated with the Intercollegiate vocational Guidance association.

WHITTENBURG COLLEGE.

Intelligence and achievement tests. Interviews. Placement. Psychological Analysis, Vocational Library.

The Personnel work is in charge of a director, who teaches half time, and a full time assistant. At the beginning of the first semester the freshmen are given intelligence and achievement tests. The results are recorded on information cards and sent to advisers, who help the students choose their schedules. The teachers work out a profile of the individual through tests, marks, and personality ratings. Personal interviews are held weekly.

Placement is carried on with the aid of alumnae and representatives of different types of industries and business concerns.

Students in need of psychological analysis are given the services of a psychiatrist.¹

GOUCHER COLLEGE

Interviews. Placement. Follow-up. Part-time try-outs. Vocational Library. A faculty adviser from the department of social service directs the personnel work through the Bureau of Appointments and Vocational Guidance. He has the help of an alumna who acts as a bond between the college and community.

Interviews are held with students who desire vocational guidance and information concerning professions.

Part-time try-outs chiefly in business and social service are given, in order that vocational choices may be made more wisely.

1. Newberg,-- "Guidance at Whittenburg College," Vocational Guidance Magazine, May, 1929, Page 341.

The personnel work is in charge of a director, who
receives all lines, and a full time assistant. At the beginning
of the first semester the students are given information and
entertainment tests. The results are reported in information
cards and sent to advisors, who help the students choose their
courses. The director now has a profile of the individual
through tests, aptitude, and personality ratings. Personnel
interviews and this profile.

Placement is made on with the aid of advisors and
representatives of different types of education and business
concerns.
Students in need of psychological analysis are given
the results of a psychological test.

PERSONNEL WORK
Interviews. Placement. Follow-up. Post-grad.
Counseling. Guidance. A faculty advisor from the
Department of Social Service directs the personnel work through
the Bureau of Angelina and Vocational Guidance. The help
of a group of students who work as a team between the college
and community.

Interviews are held with students who desire vocational
guidance and information concerning professions.
Post-graduation studies chiefly in business and social
service are given, in order that vocational choices may be
made more wisely.

1. Bureau of Angelina and Vocational Guidance, "Vocational
Guidance Magazine, May, 1939, page 101.

A thorough study of the vocational choices of the senior class and follow-up of the whole class is carried on through the first year out of college.¹

COLGATE UNIVERSITY.

Intelligence, Mental Hygiene and Psychological tests. Interviews. Placement. Vocational Library.

The personnel work is under the direction of the Associate Professor of Psychology who gives half time to teaching. The headquarters of the department are in the Administration Building, in close touch with the Alumni and Dean's office. A series of mental hygiene, psychological and intelligence tests are given to entering freshmen.

The counselling consists in a series of interviews from freshmen to senior years, in which the students are helped to check themselves on a vocational interest blank and to read on lines of occupational choices.

The placement service, every fall writes to the alumnae in business asking them to give graduates the first choice in openings. It also keeps in close touch with the American Telephone & Telegraph Company, the General Electric Company and others that take college graduates.²

YALE UNIVERSITY

Freshman College. Intelligence tests. Lectures. Interviews. Placement.

The Freshman year is organized as a separate college. All freshmen take the same course of studies. Each adviser

1. Peters, -- "The Practice of Vocational Guidance at Goucher College." Vocational Guidance Magazine, Mar., 1927, P. 152-
2. "Vocational Guidance at Colgate University," 155.
Vocational Guidance Magazine, Nov., 1929, Pp. 77-78

A thorough study of the vocational careers of the
senior class members of the whole class is carried on
through the first year of college.

COLLEGE UNIVERSITY

Intelligence, Social Science and Psychological Tests.

Interview, Placement, Vocational Interview.

The vocational test is under the direction of the

Associate Professor of Psychology who gives half time to

teaching. The administration of the test is in the

administration building, in close touch with the physical

test office. A series of mental, physical, psychological and

intelligence tests are given to students.

The vocational test is a series of interviews

from freshmen to senior years, in which the student is helped

to choose his own vocational interest and to reach

his own vocational choice.

The placement service, every half year to the seniors

in business asking them to give preference to their choice in

placement. It also keeps in close touch with the American

Telephone & Telegraph Company, the General Electric Company

and others that take college graduates.

ALL UNIVERSITY

Placement Office, Intelligence Tests, Interview.

Interview, Placement.

The Freshman year is organized as a separate college.

All Freshmen take the same course of studies. Freshmen

1. Interview, The Practice of Vocational Interview at

College, Vocational Interview Manual, 1927, 1928.

2. Vocational Interview at College University.

has twenty to forty men, emphasizing personal contact rather than formal advising. Intelligence tests are given. A course of general lectures to freshmen discuss the true value of a college course and the choice of a career. The selection of the major subject is made at the end of the freshman year.

A Bureau of Appointments handles part-time, summer and final placement work, circularizes employers regarding available graduates, has attempted even the placing of alumni, but soon gave that over to the New York Alumni Association. It is also active in efforts to establish intercollegiate placement bureaus.

UNIVERSITY OF CALIFORNIA.

Intelligence tests. Interviews. Lectures. Placement Research. Vocational Library.

The University of California has vocational advice by the dean of women and a student committee; a series of vocational lectures; vocational literature in the library; a department of vocational education, making surveys regarding employment and conditions for minors; placement, intelligence tests; and a required freshman course in orientation, in thought and in scholarship.

WELLESLEY.

Intelligence tests. Interviews. Lectures. Placement. Follow-up. Vocational Library.

Personnel work is in charge of the Director of the Personnel Bureau who has one assistant. All freshmen have

has been to study the, emphasizing personal contact rather than formal education. Intelligence tests are given. A course of general education is provided through the study of a college course and the choice of a career. The selection of the major subject is made at the end of the freshman year. A series of appointments begins part-time, summer, and full-time placement work, emphasizing employment opportunities available in the field of science, and attention is given to the study of science. Outgoing work is sent over to the New York State Education Department. It is also noted in efforts to establish intercollegiate placement agencies.

UNIVERSITY OF CALIFORNIA

Intelligence tests, interview, placement, placement tests, vocational library. The University of California has vocational office of the Board of Vocational Guidance, which is composed of a series of vocational teachers; vocational literature in the library; a department of vocational education, which covers regarding employment and conditions for women; placement, intelligence tests; and a research program center in education, in thought and in administration.

UNIVERSITY

Intelligence tests, interview, placement, placement tests, vocational library. The University of California has vocational office of the Board of Vocational Guidance, which is composed of a series of vocational teachers; vocational literature in the library; a department of vocational education, which covers regarding employment and conditions for women; placement, intelligence tests; and a research program center in education, in thought and in administration.

intelligence tests soon after entrance. The Director of the Personnel Bureau holds interviews with individual students at least once a year throughout the course. Seniors are asked to fill out a questionnaire on vocational plans to be used in placement. During the first year out of college alumnae receive a card on which they are asked to note their present occupation or desire for future work. This record is to be returned to the Personnel Bureau. Vocational lectures are given annually by prominent business and professional men. Different groups interested in guidance contribute to the student paper, College News.¹

UNIVERSITY OF MICHIGAN.

Records. Research. Interviews. Placement. Follow-up. The personal activities are directed by the executive committee on Vocational Counsel and Placement.

In freshman week each student is assigned to a faculty adviser who is to give him counsel throughout his entire college course. Each adviser has ten students. Problem students are referred to specialists such as the psychiatrist, educational psychologist or physician.

Regular placements are made by the faculty of the department in which the student specializes. Part-time and summer placements are arranged by the Dean and the adviser of women.

At the close of the first year of employment the graduate receives a questionnaire concerning his progress, and a letter offering the assistance and counsel of the university.

1. From personal experience as a Wellesley Graduate.

...the director of the ...
...with individual ...
...the ...
...to ...
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...to ...
...occupation of ...
...to the ...
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...College ...

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Research is done in four fields, (1) bibliography on vocational information, (2) preparation of vocational monographs, (3) evaluating forms on basis of business and personal policies, (4) survey of prominent alumni to collect vocational information from a direct source.¹

UNIVERSITY OF IOWA.

Intelligence tests. Placement. Personal Data.
Cooperation with Parents. Personal Supervision.

The department of personal research cooperates with the registrar's office. The psychologists study the intelligence of entering students by giving tests which determine placement in sections of the freshman courses, and carry forward other personnel studies.

Upon entrance students are required to fill in the student information blank and questionnaires on high school experiences and vocational interests. This is supplemented by the "Student Time Chart," on which analysis is made of the activities in which the student engages during the week.

Students in the College of Liberal Arts who are doing unsatisfactory work are placed under the supervision of the Dean of Men and the Dean of Women.

A committee consisting of these two deans, the dean of the college and the registrar, meets every week to discuss individual cases of all types.

1. Parker,-- "Vocational Counsel and Placement at the University of Michigan," Penn. State College Bulletin, May, 1929, Pages 20-27.

... is done in four ways: (1) observation of
unofficial information; (2) investigation of vegetation
(3) investigation of the habits of the people and personal habits;
(4) survey of the land itself to collect geographical information
from a direct source.

UNIVERSITY OF IOWA

Department of Botany, Ithaca, New York

Cooperation with the Department of Botany, University of Iowa

The Department of Botany and the Department of Zoology

are working together in a study of the habits of the

various species of the genus *Urtica* which are found in

the State of Iowa. The results of this study will be

published in the

Journal of the Department of Botany, University of Iowa

in the year 1925. The results of this study will be

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A strong effort is made to know each threatening case thoroughly and, if possible, to notify the parents in advance of disciplinary action. Not only at this point but throughout the administration may be found the effort to establish cooperative contacts with parents.

The College of Liberal Arts makes a great effort to secure individual contacts with the faculty for all students of superior ability, assigning about five to each adviser. No set methods for establishing the contacts are prescribed. Many different methods are reported by the advisers, and all state that the effort is of value.

From the foregoing examples, it will be seen that there is a growing interest in vocational guidance on the part of colleges and universities. It is also evident, however, that the plans for guidance differ greatly in each institution, and that no final type of organization has yet been established. Programs will naturally vary according to the aims of the individual college, yet, it will be noted that in many of the previous examples there seems to be no definitely unified plan, nor have the elements of a really complete program been worked out. Perhaps the University of Iowa has the most adequate system, including as it does, under the direction of a main personnel office, many important activities of guidance. Certain tendencies in the direction of a complete organization and a comprehensive program, are, however, becoming increasingly evident.

PART V.

PLANS FOR A COMPREHENSIVE PROGRAM.

In the examples given it is clear that there are few plans in which the guidance work is really unified by having it under the direction of a main office; also, that in many cases guidance does not continue through the entire course, but occurs only intermittently at important crises, such as entrance, and just before graduation.

In order to carry on a really successful program it will be necessary to have a definite organization, involving a central office, whose chief duty is the guidance of students throughout the four years of their course. It is not important whether this office be called the vocational guidance office, the bureau of personnel research, or the personnel office. The main thing is that its work shall be centralized. In a large university whose several schools have placement service, the work of each should be supervised by the central offices.¹ The work of other advisory bodies should also be coordinated by the office, although certain responsibilities of counselling may be assumed by the office itself.

In the freshman year individual conferences should be held with the students, partly for the purpose of completing their records and partly for advising. The information sought in this interview should be related to the advice received in orientation lectures and earlier college experience.

Some students might ask for vocational counsel as a basis for freshman and sophomore decisions.

1. Myers,-- "The Problem of Vocational Guidance," Page 296.

1. THE PURPOSE OF THE STUDY

In the preceding chapter it was pointed out that the purpose of the study is to determine the effect of the study on the student's attitude towards the study. The study is a qualitative study and the data are collected through interviews and observations. The study is a descriptive study and the data are collected through interviews and observations. The study is a descriptive study and the data are collected through interviews and observations.

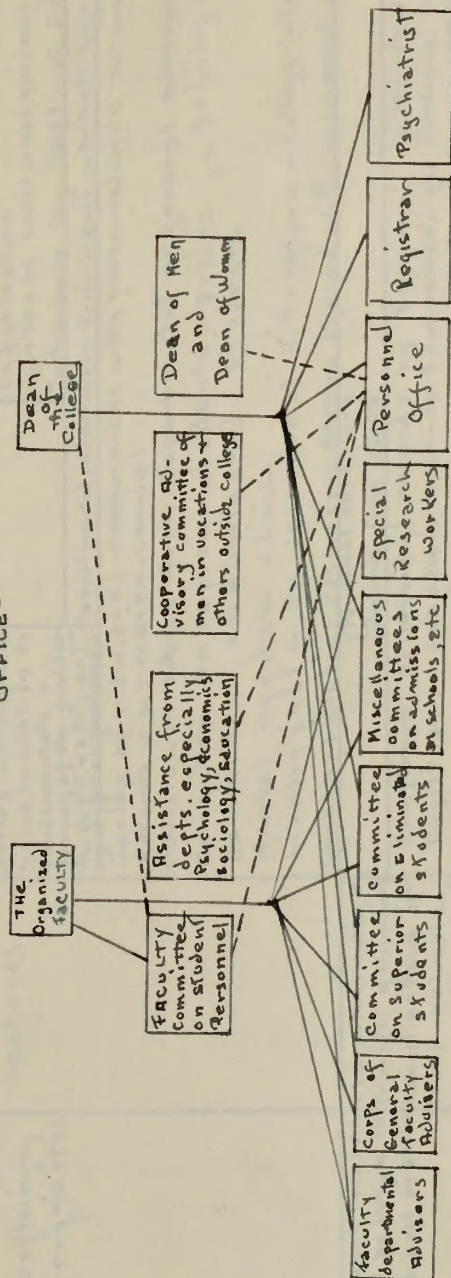
In order to carry out a study of this nature it is necessary to have a clear understanding of the purpose of the study. The purpose of the study is to determine the effect of the study on the student's attitude towards the study. The study is a qualitative study and the data are collected through interviews and observations. The study is a descriptive study and the data are collected through interviews and observations. The study is a descriptive study and the data are collected through interviews and observations.

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Some students might not see the value of the study as a means for learning and solving problems. The study is a qualitative study and the data are collected through interviews and observations. The study is a descriptive study and the data are collected through interviews and observations. The study is a descriptive study and the data are collected through interviews and observations.

CHART I

PLAN OF THE ADMINISTRATIVE RELATIONSHIPS OF THE PERSONNEL OFFICE¹



Solid lines indicate authority
Dashed lines indicate cooperation in determining policies
of the personnel office

CHART II

PLAN FOR Vocational Guidance and Personnel Research for Students Progressing through a four year liberal Arts College

Types of Guidance or Personnel Research	I Before acceptance of candidate	II After acceptance Induction	III freshman year	IV sophomore year	V junior year	VI senior year	VII After Graduation
Counsel, orientation, vocational information	Bulletins describing courses offered by college with their vocational objectives and explaining pre requisites	Freshman week (if thought desirable) with orientation lectures	Full year or half yr. class in college or cultural orientation Aims of introductory courses where possible Fundamentals, a survey of the field of the dept. + try-out of typical processes Series of individual records + to receive counsel Curriculum advice from departmental or general adviser Committee on superior students, prizes + privileges Committee on eliminated students Mental Hygiene clinic Library shelf on vocational literature + college catalogues Series of bulletins describing courses offered with vocational objective	Half year class in vocational orientation Departmental conferences with personnel office to complete	Effective courses in vocational information Courses in vocational guidance given to teachers by Dept. of Educ. Departmental conferences prior to each important choice of course Departmental conferences with personnel office to complete	Departmental conferences toward end of yr. dealing with further, Educ. + voc. possibilities Departmental conferences with personnel office to complete	
Analysis of Student Records	Personnel records should be begun in High school or earlier College should encourage such records in the schools in its territory	Character rating by principal of secondary school + others if found valuable Personnel questionnaire filled out by student Intelligence Test Mental Hyg. questionnaire Subject tests for placement in classes	Completion of individual records by Personal Interviews Registrar's academic records summarized for Personnel records Character rating by instructors insofar as found valuable for counsel Record of Employment; Ratings by employees; Follow-up; Research, questionnaires Record of individual's participation in student activities Kept by student committee	Records from class Records from class	Completion of individual records by Personal Interviews Registrar's academic records summarized for Personnel records Character rating by instructors insofar as found valuable for counsel Record of Employment; Ratings by employees; Follow-up; Research, questionnaires Record of individual's participation in student activities Kept by student committee	Completion of individual records by Personal Interviews Registrar's academic records summarized for Personnel records Character rating by instructors insofar as found valuable for counsel Record of Employment; Ratings by employees; Follow-up; Research, questionnaires Record of individual's participation in student activities Kept by student committee	
Placement; securing employment			Personnel office to secure part-time, vacation, + full-time employment for students, graduates and non-graduates After placement, follow-up service and research questionnaires				
Cooperation by students	Student efforts to attract High Sch. pupils to college should be supervised	Freshman handbook Upper-class students as advisers for freshmen	Committee of students to keep record of individual activities Student activities to recognize among their functions that they furnish try-out experiences of value for vocational decision Professional + departmental societies to give some place in program for consideration of vocations related to dept. + of best means of preparation				

CHART II

PLAN for Vocational Guidance and Personnel Research for Students Progressing through a four year liberal Arts College

Types of Guidance or Personnel Research	I Before acceptance of candidate	II After acceptance Induction	III Freshman Year	IV Sophomore Year	V Junior Year	VI Senior Year	VII After Graduation
Counsel, orientation, vocational information	Bulletins describing courses offered by college with their vocational objectives and explaining prerequisites	Freshman week (if thought desirable) lectures	Full year or half yr. class in college or vocational orientation	Half year class in vocational orientation	Elective courses in vocational information Courses in vocational guidance given to teachers by Dept. of Educ. Departmental conferences prior to each important choice of course Departmental conferences with personnel office to complete curriculum advice from departmental or general adviser Committee on superior students, prizes, + privileges Committee on eliminated students Mental Hygiene Clinic Library shelf on vocational literature + college catalogues Series of bulletins describing courses offered with vocational objective	Departmental conferences toward end of yr. dealing with further education possibilities	
Analysis of Student Records	Personnel records should be begun in High School or earlier College should encourage such records in the schools in its territory	Character ratings by Principal of secondary school + others if found valuable Personnel questionnaire filled out by student Intelligence test Mental Hyg. questionnaire Subject tests for placement in classes		Completion of individual records by Personal Interviews Registrar's academic records summarized for Personnel records Character rating by instructors (insofar as found valuable) for counsel and placement Record of Employment ratings by employees, Follow-up; research, questionnaires Record of individual's participation in student activities Kept by student committee			
Placement: securing employment				Personnel office to secure part-time, vacation, + full-time employment for students, graduates and non-graduates			
Cooperation by students	Student efforts to attract High Sch. pupils to college should be supervised	Freshman handbook Upperclass students as advisers for freshmen		After placement, follow-up service and research questionnaires			

very important information, which we have been able to obtain from our

Date	Time	Place	Weather	Wind	Temperature	Humidity	Remarks
10/10/1918	10:00 AM	New York	Clear	Light	65°F	70%	Arrived at 10:00 AM. Found everything in order.
10/11/1918	11:00 AM	New York	Clear	Light	68°F	72%	Left at 11:00 AM. Everything in order.
10/12/1918	12:00 PM	New York	Clear	Light	70°F	75%	Left at 12:00 PM. Everything in order.
10/13/1918	1:00 PM	New York	Clear	Light	72°F	78%	Left at 1:00 PM. Everything in order.
10/14/1918	2:00 PM	New York	Clear	Light	75°F	80%	Left at 2:00 PM. Everything in order.
10/15/1918	3:00 PM	New York	Clear	Light	78°F	82%	Left at 3:00 PM. Everything in order.
10/16/1918	4:00 PM	New York	Clear	Light	80°F	85%	Left at 4:00 PM. Everything in order.
10/17/1918	5:00 PM	New York	Clear	Light	82°F	88%	Left at 5:00 PM. Everything in order.
10/18/1918	6:00 PM	New York	Clear	Light	85°F	90%	Left at 6:00 PM. Everything in order.
10/19/1918	7:00 PM	New York	Clear	Light	88°F	92%	Left at 7:00 PM. Everything in order.
10/20/1918	8:00 PM	New York	Clear	Light	90°F	95%	Left at 8:00 PM. Everything in order.
10/21/1918	9:00 PM	New York	Clear	Light	92°F	98%	Left at 9:00 PM. Everything in order.
10/22/1918	10:00 PM	New York	Clear	Light	95°F	100%	Left at 10:00 PM. Everything in order.

In the sophomore year the personnel office might give interviews for advice on personal vocation problems, arising as a result of the student's studies in occupation classes. This organized study of vocations would equip the student to comprehend more specific vocational advice than in his freshman year.

In the senior year the personnel office should interview the student with two purposes in mind, (1) to talk over his educational and vocational plans, (2) to find out whether he will need the aid of the placement service. Following this interview the student might be sent by the personnel office to faculty members or vocational consultants not in the university.¹

Lewis A. Maverick, in the skillfully worked out plan from which the foregoing scheme for counselling was taken, presents a possible program first, for the administration of the personnel department, Chart I; second, for the vocational guidance of students through a four year college course, Chart II. Maverick has illustrated in these plans a way by which the best parts of the guidance programs now existing can be combined into an effective working whole.

Under the functions of the personnel office he tests the following activities:

1. Cooperation with the committees and officers indicated in Chart I.

1. Maverick,-- "The Vocational Guidance of College Students."

In the summer of 1947, the personnel office of the
University of California at Berkeley, advised
as a result of the student's studies in occupational
studies of various studies of vocational studies, it is
recommended that the student be given the following
advice.

In the summer of 1947, the personnel office of the
University of California at Berkeley, advised
the student with the purpose in mind, (1) to find out
his educational and vocational aims, (2) to find out what
he will need to do of the placement service, following
the interview the student might be sent by the personnel
office to faculty members or vocational counselors not in the
University.

Under the direction of the personnel office of the
University of California at Berkeley, the following
steps were taken for consideration and action:
1. A possible program first, for the administration of
the personnel department, Gary I. second, for the vocational
guidance of students through a four year college course.
Gary II. "However has indicated in some cases a way to
which the best parts of the guidance program now existing
can be combined into an effective working whole."

Under the direction of the personnel office of the
University of California at Berkeley, the following
the following activities:
1. Cooperation with the personnel and officers
indicated in Gary I.

1. Research, "The Vocational Guidance of College Students."

2. Interviewing students to secure information for records and to advise the students.
3. The administration of tests, questionnaires, ratings, and similar devices.
4. Keeping individual records in condition for ready use.
5. Personal and vocational research and cooperation with others involved in research.
6. The administration of the class in vocational orientation or cooperation with its instructor, and cooperation with the combined course in college and cultural orientation.
7. Advisory relations with the departments of the college with regard to providing counsel before important choices of students, and in the latter part of the senior year.
8. Cooperative or advisory relations with the department of education in the preparation of vocational counsellors, and personnel research workers.
9. Joint supervision with the dean of the college of the volunteer advisers.
10. Joint supervision with the dean of the college of and others, of freshman week, guidance bulletins and other special devices.
11. Direction of the library sheet on vocational literature.
12. Placement; if this service is decentralized, then the personnel office should place all students not otherwise provided for, and should coordinate all placement agencies.

1. Interviewing students to secure information for

records and to advise the students.

2. The establishment of tests, questionnaires, ratings,

and other devices.

3. Securing individual records in connection with tests.

4. Personal and vocational research and consultation

with other workers in the field.

5. The administration of the class in vocational

orientation or cooperation with the instructor, and cooperation

with the principal in college and official orientation.

6. Advisory relations with the principals of the

schools with regard to providing general advice and information.

7. Contacts, and in the latter part of the year, reports.

8. Cooperative or advisory relations with the principal

of education in the preparation of vocational counselors,

and personnel research workers.

9. Joint supervision with the dean of the college

the vocational activities.

10. Joint supervision with the dean of the college

and of the vocational activities, guidance activities and other

special devices.

11. Direction of the library and of vocational literature.

12. Placement; if this service is necessitated, then

the personnel office should place all students not otherwise

provided for, and should coordinate all placement agencies.

13. Follow-up of graduates in vocations for purposes of research and assistance.¹

The carrying out of such a guidance program demands a director with unusual personal and executive qualities, as well as ability for original thought and research. However, he should be assisted in larger institutions by a staff of specialists for the various types of work.

In his plan for the vocational guidance of college students through the four years of their course (Chart II) Maverick combines the types mentioned in Part III of this discussion, and all but one of the guidance functions included in the college plans presented earlier in this section. By arranging the different activities of guidance in their proper places under chronological headings, such as freshman, sophomore or graduate guidance, he has brought together into a logically arranged system, a program which covers not only the entire college course, but pre-entrance and alumni guidance as well.

The activity which Maverick omits in his plan is mentioned only once in the examples of college guidance given. The University of Iowa seems to be one of a very few institutions which recognizes the importance of the college's cooperation with parents in guidance work. Although there may be some parents of university students who are not capable of giving their sons and daughters sound and experienced advice, there

1 Maverick, *The Vocational Guidance of College Students*,
P. 145

12. Follow-up of graduates in vocations for purposes

of research and evaluation.

The central part of such a guidance program demands

a director with general personal and executive qualities, as

well as ability for original thought and research. However,

he should be assisted in larger institutions by a staff of

specialists for the various types of work.

In his plan for the vocational guidance of colleges

described through the four years of their course (Part II)

reference is made to the types of work which are typical of this

education, and all but one of the guidance functions included

in the college plans presented earlier in this section. By

studying the different activities of guidance in their proper

places under educational headings, such as Christian, social,

and on guidance guidance, he has brought together into a

logically arranged system, a program which covers not only the

active college course, but pre-college and alumni guidance as

well.

The activity which has been called the plan is

mentioned only once in the examples of college guidance given.

The University of Iowa seems to be one of a very few institutions

which recognize the importance of the college's cooperation

with general guidance work. Although there may be some

elements of university students who are not capable of giving

their own and therefore sound and experienced advice, there

1. Plan for the Vocational Guidance of College Students

2. Plan for the Vocational Guidance of College Students

are a large number who are well fitted to do so. Many of the parents are themselves business or professional people who are intensely interested in the successful development of their children, and entirely capable of giving them worth while advice, vocationally or otherwise.

When a student enters college, however, the personnel bureau must, to a certain degree, take the place of the parent as adviser. Would it not be desirable, then for the guidance department to enlist the cooperation of the parents? If a student were doing unsatisfactory work it would seem that the parents, with their more intimate knowledge of the individual, might be of assistance in discovering the cause of the failure. Again, if the student came to the personnel office for vocational advice, information from the parents concerning the occupational suggestions already given by them, and the character of the of the individual considered in relation to his chosen occupation, would be valuable.

If the personnel department, therefore, would show a willingness to answer questions and letters from parents concerning the student's progress or other matters of interest, and to ask their advice on similar questions, the student, the parents, and the guidance department would all benefit by this cooperation. The student would receive advice which combined with the best suggestions from the personal judgments of his parents, and the impersonal decisions of the personnel bureau. The parents would be assured of the interest taken in their

and a large number who are well fitted to do so. They are
parents and themselves members of vocational groups who are
themselves interested in the successful development of youth
culture, and actively capable of doing this work with
service, vocational or otherwise.

When a student enters college, however, the personal
human side, to a certain extent, leaves the place of the parent
at college. While it is not the teacher, also the student
department is asked to understand the character of the student. It is
student work which is necessary and it would seem that the
teacher, with some slight modification, would be the best
agent in the student's life in understanding the career of the student.
Again, if the student goes to the personnel office for vocational
advice, information from the career counselor is the occupational
information already given by the school, and the career of the
student is decided in relation to his school career and
career as a whole.

If the personal department, therefore, would have a
relationship to career questions and interests, it would
concerning the student's progress or other matters of interest,
and to ask their advice on other questions, the student, the
teacher, and the personal department would all benefit by this
relationship. The student would receive advice which would be
with the best suggestions from the personal judgment of the
teacher, and the personal decisions of the personal department.
The student would be assured of the interest shown in him.

young people, and of the college's desire to respect parental wishes and advice in its counselling. Finally, the personnel bureau would obtain a broadened outlook by its contact by the viewpoints of these parents who represent all the various types of the trades and professions.

In addition to the lack of cooperation with parents, two or three other objections to the present proposed guidance program might be mentioned. One of these is the impractical nature of that type of orientation class known as cultural. The lectures are related to such broad and inclusive subjects as science, philosophy and human relations, and include the study of social origins, biological evolution and other equally complex subjects. Of just how much real use will such lectures be to incoming freshman?

Before entering college freshmen rarely learn how to study a subject comprehensively so that they see it as a whole, nor do they learn to think and reason a great deal for themselves. Such methods of study are the natural results of the more independent and advanced work done in college. Again, the schedules of first year students are usually very full and often overloaded with required subjects such as mathematics, English, or Psychology. It would seem, then, that freshmen with their inexperience in generalized study and undeveloped reasoning power, can hardly be expected to benefit by a course which includes subjects from evolution to dissection, embraces problems which have floored many a worthy philosopher, and finally, adds another subject to an already weighty program.

young people, and of the college's desire to extend personal
contact and advice in the counseling. Finally, the personal
contact would obtain a valuable insight by the contact by the
visitation of these persons who represent all the various types
of the college and community.

In addition to the lack of cooperation with parents,
two of the other objections to the present proposed changes
might be mentioned. One of these is the suggestion
of a new type of educational plan which is outlined.
The suggestion is related to a new trend and inclusive approach
in education, philosophy and human relations, and includes the
study of social studies, biological evolution, and other subjects
complex subjects. Of that new trend will not only include
the following treatment

before entering college freshmen might learn how to
study a subject comparatively so that they see it as a whole,
and do not learn to study and search a great deal for them-
selves. Such method of study and the natural results of the
more independent and advanced work done in college. Again,
the schedules of first year students are usually very full and
often overloaded with crowded subjects such as mathematics,
physics, or psychology. It would seem, then, that freedom
with their independence in generalised study and individualized
research work, can hardly be expected to benefit by a course
which includes subjects from evolution to classical literature,
problems which have formed many a young philosopher, and
finally, with every subject to be already existing program.

One large woman's college discontinued such a course by popular vote of the faculty and the freshman class. The faculty were of the opinion that the entering classes did not receive enough benefit from the course to justify the amount of time spent in preparation of the lectures. The freshmen opposed the course first, because it took time which they needed to spend on other subjects; second, because it dealt with many topics which were either of no interest or of little practical use to them.

The argument that this type of orientation is essential in order to give the student a general survey of subjects which he cannot take in college may be well grounded but not conclusive. A student who is preparing to be a teacher may go to the school of education in a large university, yet he does not need to know what every course in the college covers in order to choose his courses wisely or to become a good teacher. Freshmen have enough problems to amaze and bewilder them in their new surroundings without being confronted with a survey of the whole field of knowledge. If they need information concerning unfamiliar topics or courses, why not let the adviser answer what questions he can, suggest possible reading on the subject, or send the student to someone else who can tell him what he wishes to know. Biological evolution and political science may be excellent subjects in themselves but they are far too broad and complex to fill a practical place in a mind full of freshman mathematics and homesickness.

There are two other criticisms of college guidance as it exists at present which must be eliminated if the work is to be entirely successful. In many institutions guidance is considered simply as a desirable educational theory. The college bulletin devotes a section to it. There is a sign, PERSONNEL BUREAU, on an office door in the Administration Building. A few perfunctory tests and conferences are held. In these activities alone consist the practical application of the theory. Again, in other colleges where more guidance functions are carried on, these activities are made so machine-like and impersonal that they are of little value to individual students.

If guidance in colleges is to be really worth while it must be something besides a mere name. It cannot consist of one or two brief conferences and a filling out of record forms. Altogether too often tests and records are taken during the first week of the course and, after a conference or two, filed away and forgotten. On the other hand, records and ratings are frequently too greatly emphasized, their impersonal results alone being used to declare a student a good or bad mechanic or artist, in much the same manner as Terman's classification labels an individual a moron or a genius.

Adequate guidance recognizes the student as an individual human being. It implies a cooperative relationship between the college and the student, that character and past history may be considered in relation to the college's more

There are two other relations of college education to
it exists at present, which must be mentioned in the work of
to be finally successful. In many respects, education is
concerned with a certain educational theory. The
college relation between a nation and its. There is a
relationship between, on an office basis in the education
relation. A few paragraphs from the book are given
in this relation which contain the historical relation of
the theory. Again, in other countries, there are changes
relations are carried on, these activities are made so much
and have some of the, but the value of individual
education.

1. Education in college is to be carried out in a
that be something besides a mere word. It cannot consist of
one of the best influences and a skillful use of words is
altogether too often lost and results are often lost
first work of the course and, after a conference or two, this
way and forgotten. In the other hand, results are often
are the result of the study and, this is the result of
also being used to obtain a student's good or bad results
or result, in such a way as to be a classification
which is individual a word or sentence.

2. Education recognizes the student as an individual.
This is the result. It implies a cooperative relationship
between the college and the student, that character and
history may be considered in relation to the college's work.

scientific findings, before advice concerning means of future development is given. The effectiveness of guidance depends in great part in the elimination of all possible machinery and impersonal methods. Advice should be wise, matter of fact and unemotional, yet given in a friendly, sympathetic and unhurried way which will convince the student that the college has a sincere interest in him as an individual.

CONCLUSION.

The purpose of this thesis has been to show the need for guidance in colleges and universities and to point out possible ways of meeting the need.

College students, surrounded by the complexities of university life and faced with various educational, vocational or personal problems must be provided with some kind of direction and counsel. The personnel service provides such guidance by acting as a unifying agency for the different departments, and for all the various activities of college life. Through it the student can get an appreciation of the unity of purpose which the many activities and divisions represent, can attain a more complete understanding of himself, and acquire a better comprehension of the relationship between education and vocation.

Some college authorities are opposed to this kind of guidance. They claim that the college is not an institution which prepares for vocations, but one which gives a liberal education. They believe that counselling with vocational emphasis will spoil culture.

Vocational guidance attempts to deny this dualism by showing that one way to put more meaning and interest into college study is by recognizing the vocational value of the work. By emphasizing the idea of service rather than scholarship and of cooperative rather than individual culture, this type of guidance purposes to do away with the lack of aim and enthusiasm for studies often found in students, and to give them a cultural sort of vocational guidance.

In order to attain such ideals of service and mutual helpfulness, guidance must always foster in the college an atmosphere of friendliness and cooperation. After all, it is the spirit in which the work is done which counts; a spirit which inspires all to their highest attainments; an unseen force passing from student to professor, from professor to professor, until the whole atmosphere of the college is one which helps the student to face life fearlessly and eagerly, with high ideals of work and living, which will make him a worthy member of society.

SUMMARY.

This thesis has attempted to give a discussion of the necessary factors to be considered in the formation of an adequate guidance program. It shows first the general need for guidance arising from the vast number and complexity of vocations, and the aims of guidance, service to the individual and society, that a clear understanding of the ideals of the movement may be gained, before attacking a specific problem.

Part II discusses the four important reasons why guidance is needed in colleges, (1) the lack of definite vocational aim among college students, (2) lack of a sufficient number of capable advisers, (3) the complexity of college life, (4) departmentalism and a broadening curriculum. This section also points out the aims of college guidance, four of the most important being, the wise selection of college members and the thoughtful guidance of the rejected, the careful adaptation of incoming students to the college customs, work and living, the training of the individual in the right use of leisure, the instruction of the student in living cooperatively while in college in order that he may be able to work well with others after graduation. A statement of the principles of guidance concludes this part of the thesis, the main emphasis in these tenets being that each student should be guided first, as an individual, second, as a future citizen. He should not, however, have guidance thrust upon him, but should be encouraged to seek it himself.

Part III devotes a brief discussion to each of the important functions of college guidance, namely, pre-entrance guidance, freshman guidance, orientation classes, occupation classes, selecting courses in relation to a chosen vocation, counselling, records, tests, ratings, placement, try-out courses, follow-up, vocational library, mental hygiene, research, and vocational conferences.

Part II discusses the more important reasons why

guidance is needed in college. (1) Lack of ability

and lack of college ability, (2) lack of a well-defined

number of college courses, (3) the complexity of college life,

(4) generalization and a generalizing curriculum. This section

also points out the role of college guidance, that of the

guidance officer, the selection of college courses and the

importance of the guidance officer, the careful selection of

college students to the college course, and the

importance of the individual in the right way of life, the

importance of the student in life, especially in the

college in order that he may be able to work with others

after graduation. A statement of the importance of guidance

is made in the last part of the book, the main emphasis is on

the fact that each student should be guided in life, as an

individual, second, as a future citizen. He should be

guided, have guidance that is not only, but should be encouraged

to seek it himself.

Part III devotes a brief discussion to each of the

important functions of college guidance, namely, the entrance

guidance, the general guidance, the selection of courses,

classroom, the selection of courses in relation to a chosen vocation,

the selection of courses in relation to a chosen vocation,

the selection of courses in relation to a chosen vocation,

the selection of courses in relation to a chosen vocation,

the selection of courses in relation to a chosen vocation.

Part IV consists in a presentation of different guidance plans now in use in colleges. These vary in completeness from careful individual supervision of students to superficial vocational conferences. One of the finest of these programs is that of the University of Iowa. This guidance system includes intelligence tests, personal supervision of students, study of personal data, placement, cooperation with parents.

Part V. presents as example of a comprehensive guidance program. Such a plan would involve a central office and a staff of specialists who conduct research in problems of student objectives and adjustment, and give direct advice to students. This head officer may be the dean or an assistant called the director of the personnel office, assistant dean or vocational or educational adviser.

The final paragraphs call attention to the fact that even the most comprehensive program of guidance now existing may be improved by (1) more cooperation with parents, (2) the elimination of unpractical orientation courses, (3) less emphasis on machine-like technique, and more practical, sympathetic, individual counsel.

As these and other criticisms are eliminated, and programs become increasingly comprehensive and practical, college guidance will become a highly fundamental and intensive

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procedure, and will benefit more and more both the individual and the college. The individual will profit by a clearer understanding of himself, his abilities, his educational advantages and his finest vocational self expression. His ideals will become higher. His goals will become clearer. The college, on the other hand, has fulfilled its mission of producing fine, worth while men and women.

...and will benefit from the ...
...the college. The ...
...of himself, his ...
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Author: J. A. [illegible]
Institution: [illegible]

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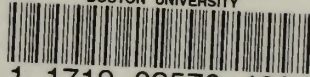
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